THE EFFECTS OF IMPROVED STUDENT TRANSITIONS ON CLASSROOM MANAGEMENT

A Record of Study

by

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DOCTOR OF EDUCATION

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ABSTRACT

Effective transitioning of students between learning activities occurs when teachers establish routines and expectations of student movement and behavior wherein students stop one activity and quickly and smoothly segue to the next activity. Effective student transitions increase learning time and provide daily practice of safe movement. At the time of this study, staff and students at the target school, an urban neighborhood, pre-kindergarten through sixth-grade charter school in Texas, had not adopted a campus-wide, all day, every day habit of safe movement and safety sensibilities. Effective student transitioning as a practical, teachable skill was presented to school staff during a day of professional development. Subsequently, staff members taught students incremental steps, and routinely practiced to establish effective transitions. Orderly student transitions were practiced while no crisis was at hand to increase automaticity and consistency of appropriate actions in the case of an actual emergency. The researcher observed teachers during transitions to determine further training needs and provided modeling and coaching to teachers as needed. The researcher analyzed pre- and post-observation data to determine the effectiveness of intervention. Using inductive analysis, the researcher categorized patterns observed in instances of effective and ineffective student transitions and delineated the basic steps of ideal performance expectations for appropriate student transitions. The researcher delineated teachers' and students' actions that produced appropriate transitions for various campus venues and activities and designed step-by-step descriptions of structured transition sequences.

DEDICATION

Dedicated to dedicated teachers.

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Contributors

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All work for the record of study was completed by the student under the advisement of Professors Dianne Goldsby, Robin Rackley, and Radhika Viruru of the Department of Teaching, Learning, and Culture, and Professor Fred Nafukho of the Department of Educational Administration and Human Resource Development. Field-based contacts for the record of study were the assistant to the principal and the interventionist at the target school. Members of the student's Ed.D. cohort contributed through peer reviews and discussions during the proposal stage of the study.

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1. INTRODUCTION TO THE ROS PROBLEM

1.1 Statement of the Problem

At the time of this research, the charter school in this study — an urban, neighborhood pre-kindergarten through sixth-grade charter school in a major city in Texas — had not adopted a comprehensive, all day, every day focus on safety and orderliness regarding the movement of children, teachers, and staff during the school day. Based on the scholarly literature on the topic and anecdotal evidence from other schools, the researcher believed that this omission of orderly movement or transition resulted in lost time that could have been devoted to teaching and learning. Just as important, any campus is an unsafe learning environment if students do not transition appropriately during classroom procedures, activities, and emergency drills ("Effective Classroom Transitions," 2005). Disruptive behavior increases the risk of unsafe movement during emergency situations.

1.2 Justification

Effective transitions occur when teachers implement routines and establish rapport with students when students are led from one location or activity to another (Zhe & Nickerson, 2007). Dorn (2012a) recommends orderly transition of students throughout the school day so that the daily practice of safe movement will result in the appropriate actions during an actual emergency (Dorn, 2012a; Dorn, M., Shepherd, Satterly, & Dorn, 2014; Fleming, 2012). Teacher and student proficiency in transitioning as a group increases the probability that a school population will be able to react quickly and appropriately, and thus be more likely to survive, in the event of a fire, flood,

earthquake, or other crisis (Dorn, M., Dorn, Satterly, Shepherd, & Nguyen, 2013; Skiba & Peterson, 2003).

Appropriate and safe transitioning, therefore, is a practical skill that could save lives as long as systematic protocols for orderly and, when necessary, rapid movement are already in place (Dorn, 2012a; Kilian, Fish, & Maniago, 2007). The common element of all effective emergency procedures is uniformity in following protocol. According to the Texas Department of Insurance State Fire Marshal's Office (2012, 2013) and U.S. Department of Homeland Security (2013), the safest responses to emergency drills are based upon practiced and consistent behaviors (see Table 1).

Table 1
Criteria for Safe Emergency Drill Responses

State of Texas Fire Marshal's Criteria for Safe Emergency Drill Responses
• Speed of transition by students and staff as they exit the buildings. • Orderly formation of lines in designated emergency drill areas. • Quietness of students during emergency procedure transitions. • Lack of horseplay. • Lack of inappropriate activity. • Students staying with their own class during the entire drill. • Attentiveness and responsiveness while listening for possible further instructions. • Staffs' ability to lead students in effective emergency procedures during drills.

The researcher found that such protocols were not in place at the target school. Student behavior during transitions was inconsistent and even potentially dangerous during emergency drills, underscoring the need for improved student movement in both emergency and non-emergency situations.

Orderly transitions in school also increase the time that could be committed to classroom teaching and learning. Daniel (2007) points out that even 10 minutes a day — a conservative estimate — of lost classroom time due to student disruptions and poorly executed transition adds up to a staggering 30 hours of lost class time per school year. Berliner's (1985) research on improving classroom management reveals the importance of student time-on-task. Reducing the transition time before and after activities by just one minute per hour could reclaim 20 hours of lost time-on-task per student, per school year. Poor classroom management clearly results in wasted class time (Marzano, R., Marzano, & Pickering, 2003).

Furthermore, effective student transitioning is a practical and teachable skill for both adults and children. Teachers can increase students' time-on-task relatively rapidly by reducing transition time through increased efficiency while transitioning (Berliner, 1985). Carroll, Fulton, and Doerr (2010) and Fulton (2011) detailed the components of learning effective, efficient transitioning, which include instruction in verbal cues, modeling the behavior, and group practice with feedback and correction (see also Evertson & Smithey, 2000). These skills can be taught to staff during professional development sessions, and to students in age-appropriate, incremental steps, and

routinely practiced as a group until the behavior is institutionalized (Allred, 2008; Almog & Zipora, 2007; Hunter, 1976; O'Neill & Stephenson, 2012).

1.3 Stakeholders

Administrators. There were two administrators in this study, both of whom were stakeholders at the target school. At the time of this study, the principal's assistant acted in an administrative capacity as the campus safety coordinator and the campus discipline officer. She facilitated emergency drills with the campus safety officer, implemented emergency procedures, and marshaled emergency equipment such as two-way radios, flashlights, and other safety items kept in each classroom. The researcher, who was the vice principal at the target school, was also a stakeholder. She worked daily with the participants — teachers and paraprofessionals — and had supervisory authority over them pertaining to their instructional and classroom performance.

Teachers and paraprofessionals. At the time of this study, there were 32 certified teachers and 13 certified paraprofessionals teaching pre-kindergarten through sixth-grade at the target school. Paraprofessionals regularly substituted for classroom teachers and, for this reason, participated in the professional development intervention alongside certified teachers. In this study, the entire group of educators — teachers and paraprofessionals combined — are referred to as *teachers.*

Teachers are the frontline stakeholders who can make the most difference with students (Marzano, 2011; Marzano, R. & Marzano, 2003; Marzano, R., Marzano, & Pickering, 2003). The administrative stakeholders at the target school recognized that improved classroom management skills were needed and that teachers would need to

implement the changes. Administrative stakeholders agreed that teachers at the target school would implement needed improvements if directed and guided to do so.

1.4 Audience

Students. At the time of this study, there were 549 pre-kindergarten through sixth-grade students enrolled at the target school. Students experienced wasted learning time and were not as safe as they could be at the target campus because of ineffective transitions during which students played, talked, and failed to follow directions. Gibson and Brooks (2012) purport that students lose out on the benefits of active, experiential learning when teachers are not skilled in training students in how to be engaged in learning while moving about the room or the campus in a safe and orderly fashion. Teachers and students who have mastered safe and orderly movement during non-emergency transitions are more likely to react appropriately during actual emergency situations (Allred, 2008).

District professional learning communities. The target school is a charter school with two sister schools in the area. Two to three times a year, these three schools have professional learning community (PLC) meetings in which small groups, consisting of six to eight certified and non-certified educators in the same grade-level, work synergistically to share best practices and connect professionally with their district counterparts. The study and its results could be shared as beneficial topics during these PLC meetings.

Field trip agencies. Each grade level of students at the target school takes at least two field trips a year. Students in all grade levels have on-campus field trips (field

trip experiences on campus) at least two times each school year, as well. The behavior of students during these field trips is observed by the community and the field trip hosts, which include museums, community theaters, aquariums, farms, gardens, factories, and zoos. A field trip host venue would benefit from effective transitioning behavior of students in attendance. Teachers and students who develop excellent transitioning behavior are welcomed and appreciated by field trip venues (Greenwood & Kirschbaum, 2014). The host organizations often lead and interact directly with students. Using effective, safe transitioning practices with students could help host agencies establish rapport and provide more meaningful and purposeful out-of-classroom experiences for students (Rebar, 2012).

1.5 Purpose of the Study

This study was conducted in an effort to increase time devoted to student learning and the likelihood of student and teacher safety in the event of a crisis at the target school through answering five research questions:

Question 1.	What are teachers' perceptions of appropriate transitioning behavior pre- and post-intervention?
Question 2.	What are teachers' perceived obstacles to incorporating campus-wide transitioning behavior pre- and post-intervention?
Question 3.	What student behaviors are observed during various class transitions pre- and post-intervention?
Question 4.	What preponderance or approximate proportion of a class group is disruptive during various class transitions pre- and post-intervention?
Question 5.	What are teachers' transitioning mannerisms and actions during various class transitions pre- and post-intervention?

1.6 Context

The target school, an urban neighborhood pre-kindergarten through sixth-grade charter school in a major city in Texas, opened in 2000. At the time of this study, 549 students were enrolled, 90.2% of whom were classified as economically disadvantaged. Student ethnicities were 9.7% African American, 88.3% Hispanic, and 1.3% White. English-language learners made up 46.3% of the student population (see Appendix A).

The mobility, or student turnover, rate for the school remains a very low 2%, while the state mobility rate hovers at approximately 17%. Very few students are withdrawn once they are established at this charter school. Most students who begin pre-kindergarten attend through sixth grade, which results in a very low mobility rate. The waiting list for the charter school has historically had 900 to1,000 children, while new student openings are just 2% of the enrollment each year. One advantage associated with such a low mobility rate is the ability to offer continuity of care for students.

Parent participation remains very high, with 300 to 400 parents, staff members, and students attending the parent-teacher meetings each month. Other highly attended family outreach events include Family Science Night, Family Literacy Night, Cinco de Mayo, Black Heritage Program, Snuggle Up and Read, Coffee with the Principals, award ceremonies for all grade-levels, and the Scholastic Book Fair.

The school had 32 teachers and 13 paraprofessionals at the time of the study. Their ethnicities were 40% Hispanic, 29% African American, and 31% White. The gender breakdown was 29% males and 71% females. The mean age of these staff members was 45, and the range of ages was 40 years (see Appendix B).

2. ROS FIELD-BASED CONTACTS, SETTING, AND QUALIFICATIONS OF RESEARCHER

2.1 Field-Based Contacts

There were two field-based contacts for this study: the principal's assistant and the interventionist. The principal's assistant needed to stay informed of campus activities, such as student movement and student behavior. The interventionist was engaged as a field-based contact due to her previous experience with transitioning students.

The principal's assistant also was engaged as a field-based contact, due to her role as scheduler, discipline officer, and safety officer at the target school. She needed to know the locations of whole classes and individual students throughout the day. As the discipline officer, she also was interested in better classroom management and improved student behavior. As the safety officer, she understood the need for safer movement of students throughout the school day.

The interventionist at the target school provided reading, math, and science remediation for students in third through sixth grade. Her classes consisted of a total of five 55-minute time slots per day with third through sixth grade students. At the time of this study, the researcher and the interventionist had worked together for 10 years, eight of which the researcher was the computer teacher at the target school. The interventionist and the computer teacher collaborated to train students to use similar transition cues and routines in both the computer lab and the intervention room. Students

were taught to transition into and out of the intervention room and the computer lab quickly, safely, quietly, and effectively.

Three joint meetings approximately 30 minutes each, and 10 ad hoc meetings of approximately three to five minutes each, were held with the field-based contacts. The meetings included discussions of unsafe, disorderly student transitions, movement between activities, and possible solutions to the problem. The principal's assistant, the interventionist, and the researcher considered implementing campus-wide, orderly student transitions like those used in the intervention room and the computer lab. There were meetings with the field-based contacts to discuss plans for professional development on the topic of improved student transitioning for the teachers and paraprofessionals at the target school.

2.2 Setting in Which the Problem Occurred

In the process of teachers leading student groups through physical transitions within classrooms and between venues throughout the campus, students routinely exhibited disorganized and disruptive behavior. While traveling in lines between learning venues, some students fell behind, some moved way ahead of the line, some touched one another, and many spoke out — all behaviors demonstrating a lack of effective transition management by teachers. Ineffective physical transitioning occurred within classrooms, in the cafeteria, en route to and within various learning venues, on the playground, in auditorium assemblies, during emergency drills, and at the end of the day as students were being released to go home.

2.3 Background, History, Interests, and Qualifications of Researcher

The researcher has been the vice principal at the target campus since August 2013. Previously, she held the technology teacher position at the same campus for eight years, and taught elsewhere for nine years before coming to the target campus. She has used student transitioning methods with hundreds of students as part of effective classroom management. Her interest in this study was based on the belief that teachers can learn, build, and improve effective transitioning skills; directly teach behavioral routines to students; and consistently practice appropriate student transitions to improve classroom management, movement around campus, and campus safety (Nath, 2015).

3. INFORMATION FROM THE LITERATURE ABOUT THE PROBLEM

The study sought to answer the following research questions:

Question 1.	What are teachers' perceptions of appropriate transitioning behavior pre- and post-intervention?
Question 2.	What are teachers' perceived obstacles to incorporating campus-wide transitioning behavior pre- and post-intervention?
Question 3.	What student behaviors are observed during various class transitions pre- and post-intervention?
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The researcher conducted a thorough review of the scholarly literature regarding transition and its elements, which can be categorized as 1) social skills development, 2) classroom management, 3) school safety, and 4) teacher development. She conducted a comprehensive review of work on these topics in articles and reports from research journals, government studies and reports, books, book chapters, and numerous educator websites, and videos. The literature review for each of these topics is summarized below, with the most relevant items highlighted in Table 2.

3.1 Transitions Between Learning Activities

To accommodate learning-centered student interaction and engagement, classroom procedures must be in place to ensure the safe movement of students (Evertson & Emmer, 2013; Oliver, Wehby, & Reschly, 2011). Active classrooms have many "moving parts." Effective transitions between activities and predictability of orderly learning environments

require procedures to be in place for performing daily routines, appropriately using classroom resources, and safely participating in simultaneous classroom activities. Continuous disruptions or off-task behaviors reduce both learning time and students' ability to focus on learning.

Teachers foster active, successful learning environments when they implement multifaceted classroom protocols that acknowledge students' achievements and provide students with praise along the way (Evertson & Neal, 2006; Zimmerman, 2001, 2002). Students who understand the content, meaning, and reasoning for these protocols — including those protocols related to group movements within the classroom, in the halls, and throughout the campus — are more likely to participate and succeed in classroom activities. Teachers can anticipate responses to student questions such as, "What happens next?" and "What are we going to do, now?" and seamlessly integrate them through planned activities, behaviors, and overall classroom leadership.

The myriad ways people relate to one another, address one another, act, and move on campus all have an impact on teaching and learning (Bradshaw, Reinke, Brown, & Bevans, 2008). Teachers can supply a framework that supports student learning through the use of anticipatory sets, as Madeline Hunter (1976) advocated in her earliest writings. Anticipatory sets guide learners and direct their attention to the upcoming activity through verbal or non-verbal cues, movement, short instruction, or actions that grab learners' attention. Reviving this one skill, with its focus on anticipation and expectation of what should happen next, is a key ingredient of effective classroom management that is especially relevant to transitions (Robinson, 2011).

3.2 Social Skills Training

The concept of social skills training has been alternatively known as character education, morals training, values education, and social emotional learning (Berkowitz, 2011; Berkowitz & Bier, 2004). Social skills involve positive, constructive, and ethical behaviors, competencies, and actions that are both learned and practiced (Berkowitz & Bier, 2005). Appropriate transitioning training enables student groups to gain a social skill that is directly transferable and beneficial in other experiences throughout life.

Adept interaction — knowing what to do to initiate activities and then to move on to the next activity — is a culturally valued social skill. Cordial, appropriate transitioning is a social skill that can positively impact one's everyday interactions with others and help one to more easily change, adjust, and flow from one situation or state to another (White & Warfa, 2011). Thus, establishing protocols for orderly and timely transitions during the school day can have positive effects on learners' behavior and contribute not only to their own well-being, but also to that of everyone on campus (Berkowitz, 2011; Berkowitz & Bier, 2004, 2005).

3.3 Classroom Management

One of the most important competencies of quality teaching is effective classroom management (Marzano, 2011; Marzano, R. & Marzano, 2003). According to Doyle (1986, p. 397), classroom management includes "actions and strategies teachers use to solve the problem of order in classrooms." Teachers with effective classroom management use rules, procedures, and routines to engage students and to assure students are actively involved in learning (Marzano, R., Marzano, & Pickering, 2003).

Even with the best instruction, effective learning cannot take place in a poorly managed or unmanaged classroom (Englehart, 2012). Good classroom management and good instruction are inextricably interrelated. As MacKenzie and Stanzione (2010) note, when students are engaged, there is more time for learning and less time for unproductive activities. Effective classroom management is essential to establishing the level of student engagement that enables active, successful learning. Gibbs and Powell (2012) state that schools with positive school-wide behavior have teachers who have implemented a collective, common belief of expectations regarding student behavior (see also Almog & Zipora, 2007). Goodwin and Miller (2012) warn that when problem behavior or the need for a solution is denied or ignored, classroom management problems remain and may even deteriorate.

An important part of classroom management that is relevant to this study is the initiative entitled Positive Behavioral Interventions and Supports (PBIS), a comprehensive model of intervention used in kindergarten through twelfth-grade classrooms to prevent and address negative behavior (Bradshaw, Reinke, Brown, & Bevans, 2008). PBIS practitioners promote positive change in the behavior of both students and staff (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008). PBIS programs have been successfully used to prevent disruptive behavior and to enhance overall school-wide climate (Ross, Romer, & Horner, 2012).

PBIS is a whole-school schema for discipline that incorporates classroom and individualized strategies to help students achieve social and learning outcomes (MacKenzie & Stanzione, 2010). In order to implement a successful PBIS program, a

school must be willing and able to undertake a school-wide initiative that utilizes three tiers of disruptive behavior prevention and three systems of support: primary (school-wide), secondary (classroom), and tertiary (individual) (Dunlap, 2008; Goodwin & Miller, 2012; Sugai, 2007; Sugai & Horner, 2009; Sugai, O'Keeffe, & Fallon, 2012). Although implementing a comprehensive PBIS program at the target school was not within the scope of this study, the scholarly work pertaining to PBIS helped the researcher focus on implementing a manageable intervention to improve student transitions throughout the school. According to Sugai and Horner (2002) the PBIS program emphasizes positive and preventive strategies for all students, to the greatest extent possible. In this study, as with the PBIS program, interventions were used on a school-wide basis for all students (Sugai et al., 2000). Teachers at the target school were trained to explicitly teach appropriate transitioning and to develop high expectations and acceptance of appropriate transitioning behaviors (Evertson & Emmer, 2013).

3.4 School Safety

During an emergency, appropriate and safe transitioning of students, teachers, and staff out of danger is of the utmost importance. Dorn (2012b) posits that rapid and organized movement during emergencies must be learned and practiced *before* there is an emergency. Researchers have found those who perform well under life and death conditions have been properly prepared to do so *before* there is an emergency, not in the midst of the emergency (de Becker, 1999; Ripley, 2005; Ripley, 2008). Dorn's (2014) further research supports the importance of being able to adjust, adapt, and change reactions and responses when circumstances change. To function rapidly and

appropriately in high stakes situations, practicing orderly transition in a variety of settings can build staff and student rapport across time rather than relying upon the instantaneous ability to become organized under high stress (Dorn, M., Shepherd, Satterly, & Dorn, 2014).

Klein's (2008) extensive research on decision-making in emergency situations reveals that preparedness comes with practice. Thus, every transition throughout the school day is a chance for teachers and students to practice safe movement and appropriate reactions to many situations, including crises. Teachers and students who train, practice, simulate, and mentally rehearse safe, orderly movement throughout the school day establish a broad base of experiences that will inform their appropriate response to a disaster. As Cynthia Corbett (2005), a human factors specialist with the Federal Aviation Administration, states, "Humans behave much more appropriately when they know what to expect." Corbett's research on emergency plane evacuations affirms the beneficial effects of simulations and hands-on experiences when evacuations become necessary. Thus, an individual's relevant knowledge and experience are key factors in determining their responses during emergencies.

An individual with a broad knowledge base is more likely to adapt in high-stakes circumstances (Klein, 1999, 2013). This knowledge is most powerful when one can find solutions for new problems by retrieving stored data about previous experiences (Schmitt & Klein, 1999). Similarly, teachers and students can develop a knowledge base; for example, the line that forms at the end of gym class could be a rehearsal for the exiting of hundreds of students through a single set of doors at the end of an assembly.

Likewise, an orderly line in the cafeteria could be the basis for safely exiting en masse in an emergency.

Having a repertoire of "go-to" actions and routines can save lives. The first such routine for teachers to develop with students is the basic act of lining up appropriately — training students to automatically know how to stand up, line up, and stay in line (Seabrook, 2011). The transitioning skill of lining up has been underutilized as a life-saving practice (Fruin, 2007). Large groups of people running en masse to exits can overwhelm and jam doorways, causing trampling injuries and entrapment in the building (Dorn, 2014; Dorn, M., Shepherd, Satterly, & Dorn, 2014; Keith, 2014).

Klein (2008), de Becker (1999), and Ripley (2005, 2008) each repeatedly cite cases of survival by people who performed well under pressure through their ability to respond according to the circumstances at hand. Vigilant and well-trained staff and students must learn to perform according to uniform, orderly protocols based upon differing crisis situations (Kahneman & Klein, 2010; Schmitt & Klein, 1999; Zhe & Nickerson, 2007). The safest campuses have staff and students who are consistently attentive and responsive to safety protocols (Texas Fire Marshal's Office, 2012, 2013; Wood & Freeman-Loftis, 2012).

3.5 Teacher Development

Transformation of the entire school organization is key to making changes in both effort and results (McIntyrea, 2005). Needed change must be adopted by both leadership and teachers, and must, from the outset, include acknowledgement of current conditions — not complacency, but an understanding of the need for change and recognition of where

change is needed. Thus, fostering consensus among teachers concerning the high importance of effective classroom management is essential (Korthagen, 2007).

Teachers' beliefs inform their actions. Their efficacy, both as individuals and in aggregate with their colleagues, and their beliefs about student behavior, all affect their willingness to incorporate change (Gibbs & Powell, 2012). Professional development can build teachers' skills and capacity in classroom management and help build belief in their abilities to act effectively with their students.

Research by White and Warfa (2011) notes that educators are, by definition, experts. This expertise, however, can be a double-edged sword: Those satisfied with their knowledge about a subject will not be open to learning and change. By virtue of their expertise, however, they have proven they are teachable (Oliver et al., 2011).

Professional development is one venue for expanding the knowledge base of teachers. Teacher training on academic routines and classroom transitions can increase the prevalence of well-controlled student transitions (Evertson, 1989), strengthen classroom management (Kounin, 1970; Marzano, R., Marzano, & Pickering, 2003), decrease inappropriate student behavior (Gajowski, 2014), and improve campus safety (Dorn, 2012a, 2012b, 2012c, 2014; Gaddy & Kelly, 1984). Students and staff must be knowledgeable and aware in order to create positive change in their schools (Gibbs & Powell, 2012). The organization and structure of learning environments are competencies that can be improved through training, and often very quickly (Robinson, 2011). Research has shown that teachers' classroom management abilities improve significantly with even basic informational and collaborative interventions (Emmer & Stough, 2001).

Table 2

Most Relevant Research for This Study

Topic: Transitions Between Learning Activities. **Classroom management incorporates methods for indicating expectation of appropriate behavior that should be present during classroom activities (Blondin, Skinner, Parkhurst, Wood, & Snyder, 2012). Transitioning is taught to students through short intervals and repeated practice. Visual and verbal cues are recommended (Evertson & Emmer, 2013). Research by Hunter is not current, but is corroborated by many others. Glencoe Online is not peer-reviewed, but is informative and readily available to educators. Disruptive behavior is defined by Blondin, Skinner, Parkhurst, Wood, and Snyder (2012) as "talking without permission or touching another student resulting in the other student saying something, moving away, or ceasing work."** Blondin, C., Skinner, C., Parkhurst, J., Wood, A., & Snyder, J. (2012). Enhancing on-task behavior in fourth-grade students. *Journal of Applied School Psychology*, *28*(1), 37-58. Evertson, C., & Emmer, E. (2013). *Classroom management for elementary teachers.* Boston, MA: Pearson. Hunter, M. (1976). Teacher competency: Problem, theory, and practice; the early and middle childhood years of schooling. *Theory into Practice, 15*(2), 162-171. Transitions in the classroom. (2005). *Teaching Today, Glencoe Online.* Retrieved from http://www.glencoe.com/sec/teachingtoday/weeklytips.phtml/16
Topic: Social Skills Development. **Appropriate transitioning between learning activities requires appropriate social interaction built on a foundation of respect for self and others (White & Warfa, 2011). Berkowitz (2011) describes the development of social skills as a lifelong activity of learning and practicing positive, constructive behaviors. Appropriately transitioning provides students with practice of social interaction which helps build a foundation of respect for self and others. Adopting safe, caring behavior is required to develop appropriate transitioning (Skiba & Peterson, 2003).** Berkowitz, M. (2011). What works in values education. *International Journal of Educational Research, 50*(3), 153-158. Skiba, R., & Peterson, R. (2003). Teaching the social curriculum: School discipline as instruction. *Preventing School Failure: Alternative Education for Children and Youth, 47*(2), 66-73. White, R., & Warfa, N. (2011). Building schools of character: A case study investigation of character education's impact on school climate, pupil behavior, and curriculum delivery. *Journal of Applied Social Psychology, 41*(1), 45-60.

Table 2, continued

Topic: Classroom Management.

Effective classroom management is one of the most important elements of quality teaching (Everston, 2006). Transitions help put order and structure in place for effective, active learning. Students must learn to be active, yet responsive, with appropriate behavior. Teachers must learn to maintain active learning and move between activities with continuity (Marzano, 2011; Marzano, R. & Marzano, 2003; Marzano, R., Marzano, & Pickering, 2003). In addition, there are many resources about the Positive Behavior Intervention and Support (PBIS) program (Sugai, O'Keeffe, & Fallon, 2012). While this was beyond the scope of this study, the literature on PBIS, particularly regarding the many obstacles associated with changing a school's norms concerning appropriate student behavior, was valuable. Bradshaw, Koth, Bevans, Ialongo, and Leaf (2008) offer guidance on changing a school's collective beliefs as they pertain to school-wide expectations for student behavior.

Bradshaw, C., Koth, C., Bevans, K., Ialongo, N., & Leaf, P. (2008). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23*(4), 462-473.

Evertson, C., & Neal, K. (2006, July). *Looking into learning-centered classrooms: Implications for classroom management* (Working Paper). National Education Association (NEA) Research Department, Atlanta, GA.

Marzano, R., Marzano, J., & Pickering, D. (2003). The critical role of classroom management. In *Classroom management that works: Research-based strategies for every teacher* (pp. 2-12). Alexandria, VA: ASCD.

Marzano, R. (2011). Classroom management: Whose job is it? *Educational Leadership, 69*(2), 85-86

Marzano, R., & Marzano, J. (2003). The key to classroom management. *Educational Leadership, 61*(1), 6-13.

Sugai, G., O'Keeffe, B., & Fallon, L. (2012). A contextual consideration of culture and school-wide positive behavior support. *The Journal of Positive Behavior Interventions, 14*(4), 197-208.

Table 2, continued

Topic: School Safety.

Safe transitioning between campus venues during emergencies is an extremely important skill. The literature is clear: Learning to move quickly and in an orderly manner saves lives (Dorn, 2012b). In addition, there is no substitute for practicing emergency procedures (U.S., 2009). Crises are unpredictable, but responses must be practiced and predictable (Zhe & Nickerson, 2007). Rehearsing various possible responses to crisis scenarios builds capacity in staff and students (Ripley, 2008; Texas, 2013).

Dorn, M. (2012b). *Permission to live: Effective school emergency preparedness through empowerment, planning, and practice* (Report No. 577223874). Macon, GA: Safe Havens International.

Ripley, A. (2008). *The unthinkable: Who survives when disaster strikes — and why*. New York, NY: Crown Publishing Group.

Texas Department of Insurance State Fire Marshal's Office (2013). *Fire marshal's alert! Mandatory school fire exit drills save lives*.

U.S. Department of Homeland Security. (2009). *Bomb threat standoff chart.*

Zhe, E., & Nickerson, A. (2007). Effects of an intruder crisis drill on children's knowledge, anxiety, and perceptions of school safety. *School of Psychology Review, 36*(3), 501-508.

Topic: Teacher Development.

Gibbs and Powell (2012) relate teacher self-efficacy in classroom management to student expulsion statistics. Intervention for this study included professional development to develop teacher self-efficacy through continual learning and willingness to be better. A critical paradigm was emphasized by Robinson (2011): When educators are continual learners, they model and empathize with what they are asking their students to do.

Gibbs, S., & Powell, B. (2012). Teacher efficacy and pupil behavior: The structure of teachers' individual and collective beliefs and their relationship with the numbers of pupils excluded from school. *British Journal of Educational Psychology, 82*(4), 564-584.

Robinson, S. (2011). Leading educator preparation into the future. *Journal of Teacher Education, 62*(5), 427-428.

3.6 Limitations in the Literature

While Hunter's concept of "anticipatory sets" goes back to the mid-1970s (Hunter, 1976), with her most recent work conducted in 1993. Her pivotal findings continue to be cited by researchers in the field of education, and they are relevant to this study. An anticipatory set is an action that grabs students' attention. Anticipatory sets give students a preview of what will be learned or performed immediately following an imminent transition for the purpose of focusing their attention on their expected behavior. This brief hint of anticipation or expectation has been found to prepare students for success (Oliver et al., 2011).

While this proved valuable to the current study, a gap in the literature exists regarding the effects of the goal of improved transitions as a single focus of teacher intervention. Many studies report findings from multiple-component student behavior treatments that may include parent training, social skills training, or anti-bullying campaigns (Robinson, 2011; Ross, Romer, & Horner, 2012; Sugai, 2007). Focused intervention and investigations of improved student transitions as a specific component of classroom management, however, are lacking.

Finally, there is a gap in the literature regarding the effects on research when the researcher has ongoing, high levels of input and interaction with the research stakeholders who are also colleagues. Intentional influence on study participants, directly or indirectly, is typically avoided by researchers. Sears and Hogg-Johnson (2009) discuss the dual role of researcher as stakeholder and suggest that more study needs to be done on this subject.

4. INPUT FROM OTHERS INFORMING THE SOLUTION

4.1 Stakeholders' Input

Field-based contacts were the principal's assistant and the interventionist at the target school. Insights of the field-based contacts helped inform the search for a solution. These stakeholders shared various perceptions and observations with the researcher during informal meetings, and ad hoc conversations, and through email communications. Field-based contacts agreed on the need for better classroom management throughout the school. The interventionist cited a continuous problem with disruptive noise in the halls during student transitions. The need for safer movement of students during transitions was mentioned by both field-based contacts as a concern. The following specific safety concerns were noted: During transitions, students were touching, pushing, running, not keeping up, getting out of line, and getting ahead of the line. Some students were not facing forward, which resulted in the teacher not having the attention of some students, students tripping due to not watching where they were going, and students talking or playing with other students in front of or behind them in the line. Speaking out, not raising hands to address the teacher, chattering with classmates, and communicating with students walking by were actions consistently observed by the stakeholders. These disruptive activities caused students to lack attentiveness and led to miscommunications and the need for repeated communications. Stakeholders were concerned the disruptive noise could result in potential danger during emergencies due to teachers' inability to quickly, efficiently, and effectively communicate lifesaving directions to students. The stakeholders discussed the possibility that the presence of loud, boisterous students could

result in poorly implemented safety procedures. Transitions were disorderly and unsafe, and all agreed that a solution needed to be implemented (see Table 3).

Table 3
Stakeholders' Input, Field-Based Contacts

General Concerns	Safety Concerns	Wasting Time	Noise
Better classroom management needed. Disruptive noise in the halls during student transitions. Safer movement of students during transitions.	Pushing and shoving. Tripping while running. Getting away from class. Lifesaving directions unheard by students. Poorly implemented safety procedures. Miscommunication of potentially lifesaving information.	Lack of attentiveness and need for repeated instructions. Classes disrupted by loud students in the hall. Lack of redirection for speaking out, not raising hands, and chatting with classmates.	Speaking out. Not raising hands to address teacher. Chatting with classmates. Communicating with students walking by. Need for repeated instructions. Disruptive noise when passing by other classes.

4.2 Input From Ed.D. Classmates

During the Spring 2013 semester of the Online Ed.D. Program at Texas A&M University, cohort classmates discussed and peer reviewed one another's proposals for their prospective Records of Study. As part of a three-person online forum, classmates participated in a one-hour video conference call. Each participant had the opportunity to discuss their questions and topics in order to gain classmates' insights, perceptions, and recommendations.

The researcher discussed the intervention phase of this study with school colleagues during the video conference. In particular, the researcher sought input on the number of participants to include in the full day of professional development. As background information, the researcher shared the stated problem of the study: the need for the target school to develop a comprehensive, all-day, every-day focus on safety and orderliness regarding the movement of children, teachers, and staff during the school day. The researcher also shared information from the Dorn et al. (2014) study entitled *Twenty Simple Strategies to Safer and More Effective Schools* in which Dorn recommends a pragmatic approach to increasing school safety — a school-wide focus on "improved student supervision" (p. 3). Based on the information shared by the researcher, classmates discussed the possible make up and group size of the participant group for the day of professional development. Classmates agreed that in order to improve student transitions *campus-wide*, all 32 teachers and 13 paraprofessionals should participate in the day of professional development. Classmates recommended that all teachers and paraprofessionals be part of the professional development training as a way to get broader initial buy-in for the adoption of orderly student transitioning campus-wide. The classmates recommended a whole-school solution from a practical safety standpoint. Implementing safer transitions for a small number of staff and students would not create a broad improvement in safer transitions. Establishing safer transitions throughout the campus would require broad support.

For change to occur, teachers would need to be trained as a whole group to establish new norms for student transitions. A straightforward, easily incorporated

intervention with classroom teachers and paraprofessionals as a whole group would be essential for the success of the study. To help teachers contribute to safer movement throughout the school, they were trained as a group to facilitate effective student transitions with their own student groups.

4.3 Others' Input

The first semesters of the Doctor of Education (Ed.D.) program provided two foundational and complementary classes: "How People Learn" and "Instructional Strategies." The professors provided instruction that was based upon active learning. Effective transition is an integral skill necessary in active learning environments to provide a framework for more "moving parts" during instruction. Active learning presents teachers with issues in logistics, student movement, materials management, student interaction, and transitioning between activities. In order to incorporate safe and orderly student movement in classrooms, teachers must develop safe transitions and consistent routines.

5. PROPOSED SOLUTION

5.1 Description of Solution

Discussions were held with the target school campus contacts, the principal's assistant and the intervention teacher, concerning appropriate transition of students. Input for the design of the solution included discussions of offering the professional development to all teachers and paraprofessionals. The campus contacts suggested that presenting the training to all teachers and paraprofessionals could be an important first step toward school-wide implementation. The intervention for this study took the form of a one-day training session led by the researcher, provided to all teachers and paraprofessionals on the topic of effective student transitions. Teachers and paraprofessionals collaboratively developed and established school-wide behavior expectations for safe and orderly student movement.

In addition to a professional development workshop, campus contacts suggested follow up to aid participants in the implementation of effective student transitions. In support of campus contacts' input, follow up conducted by the researcher became part of the study. All teachers and paraprofessionals participated in the one-day professional development workshop. Additionally, some teachers received individualized follow-up as needed. The researcher monitored student transitions in classrooms and thoroughfares to observe and note the needs of each teacher. Subsequently, the researcher coached teachers to effectively transition their students in various classroom, hallway, and outdoor circumstances. Follow up consisted of observing student transitioning, giving feedback, and modeling appropriate student transitioning.

5.2 Previous Activities and Data Collection to Develop Solution

Introduction and initial input from teachers on the concept of improved transitions and safer student movement on campus occurred at a staff meeting at the beginning of the 2013-2014 school year. Teachers and paraprofessionals discussed their perceptions of appropriate student behavior and were asked to brainstorm recommendations for implementing campus-wide student behavior standards and routines. Staff members indicated an overall agreement that safe, orderly student movement should become the norm at the target campus.

5.3 Possible Further Clarification of the Solution

The problem was clearly defined based upon interaction with stakeholders. The time frame and venue for the intervention were discussed with campus contacts. Further clarification was not needed for the study to proceed.

5.4 Implications of Solution for Stakeholders, Subjects, and Audience

Stakeholders. The solution would incorporate increased campus visibility of the vice principal, the researcher in this study. The vice principal would be visible during many transitions both in and out of the classroom. The purpose and focus of the visibility during transitioning was not the threat of sanction: Vice principal visibility provided opportunities for immediate feedback to teachers. Elements of both the vice principal and researcher roles included visibility, coaching, modeling, and observing. The dual roles as vice principal and researcher were compatible with the study.

The interventionist who had been implementing orderly student transitions for the previous eight years would see school-wide implementation of orderly transitions as

positive. Previously, students were only required to have orderly transitions in the intervention room and the computer lab. With teachers and paraprofessionals implementing orderly transitions and routines throughout the campus, students would be required to transition appropriately while in other campus venues in addition to the intervention room and computer lab resulting in students who would be better prepared for emergencies (Dorn, 2012a; Dorn, M., Shepherd, Satterly, & Dorn, 2014; Fleming, 2012).

Dorn (2012a) suggests that a school could possibly see reduced numbers of discipline referrals due to better supervision of students during improved student transitioning. The principal's assistant and the interventionist agreed that practice and repetition of appropriate transitions would be key to effective campus-wide implementation and reduction of discipline referrals (Karen Perot, personal communication, April 2015 and August 2015; Suzette Arbuckle, personal communication, April 2015 and August 2015).

Participants and audience. The concept of improved transitions and safer student movement on campus was initially introduced to teachers and paraprofessionals at a one hour staff meeting at the beginning of the 2013-2014 school year. Staff members discussed their perceptions of appropriate student behavior and were asked to brainstorm recommendations for campus-wide student behavior. After brainstorming and discussing perceptions of appropriate campus-wide student behavior, teachers and paraprofessionals indicated an informal, overall agreement that safe, orderly student movement would be beneficial as the norm at the target campus. From this discussion

with teachers and paraprofessionals, the researcher anticipated that subjects would be willing to participate in professional development to improve student transitioning with the goal of producing safer student movement in classrooms, between learning venues, and during emergency drills. Although subjects gave informal input in August 2013, the researcher was unable to begin the study until April 2015. Various university requirements (discussed in other sections of this study) had to be met before the study could commence.

Field trip agencies. Field trip agencies and outreach agencies who visit campuses notice and prefer well-managed, orderly, safety-focused students. Teachers must provide this guidance to students and practice appropriate behavior with students before field trip experiences (Greenwood & Kirschbaum, 2014). Students would likely be able to absorb more and learn more on field trips because of their attentive behavior (Rebar, 2012). Although observation of field trip behavior was not within the scope of this study, anecdotal comments from individuals and agencies included positive statements concerning students' overall behavior. Students were noticed in a positive way by outside agencies for listening to instructions, staying with class groups, moving in an orderly fashion throughout various programs, and raising hands to speak or ask questions (David Hernandez, personal communication, August 31, 2015; Rosa Gonzalez, personal communication, June 25, 2015).

District professional learning communities (PLCs). The professional development intervention in the study focused on one element of school-wide behavior: transitioning. The singular focus contributed to the practical nature of the intervention in

the study and the possible district appeal of the intervention. The three schools in the target school's district have similar demographics. Results from the study could apply to all district schools. Effective transitioning could be suggested as a possible topic for future district PLC discussions. At the time of this study, the target school was not sharing training or collaborating with other schools in the area. Effective transitioning could be suggested as a possible topic for shared training and collaboration with other schools in the area.

Students. Students at the target school would be safer if they were more orderly during transitions (Dorn, 2012a). Students would experience less wasted learning time if effective transitions were implemented. Gibson and Brooks (2012) purport that students lose out on the benefits of active, experiential learning when teachers are not skilled in training students how to be engaged in learning while moving about the room or the campus in a safe and orderly fashion. Mastering safe and orderly movement during non-emergency transitions would make it more likely that students would react appropriately during actual emergency situations (Allred, 2008).

6. SUMMARY

6.1 Questions, Methods, and Rationale Guiding Design of Activities and Data Collection

This study had four phases: a literature review and proposal phase; an intervention phase; a data collection phase; and an analysis phase. The researcher designed qualitative and quantitative methods, activities, and data collection processes for the purpose of answering the guiding questions for this study (see Tables 4 and 5).

Table 4
Questions, Qualitative Methods, and Rationale for Design of Study

Questions	Methods	Methods Rationale
1. What are teachers' perceptions of appropriate transitioning pre- and post-intervention?	Open-ended survey.	• Two question to enable focused responses. • Open-ended: Use own words in responses. • Multiple choice survey would limit responses. • Controlled environment for administration.
2. What are teachers' perceived obstacles to incorporating campus-wide transitioning pre- and post-intervention?	Semi-structured discussions.	• Opportunity to be heard by others in the group. • Structure provided time constraint. • Structure helped focus topic. • Ability to clarify, share ideas with colleagues.
	Semi-structured small group activities.	• Opportunity to share personal perceptions. • Feedback more readily available to each person. • Structure provided time constraint. • Structure helped focus topic.
3. What student behaviors were observed during various class transitions pre- and post-intervention?	Non-intrusive observation.	• Discern if behavior is less inhibited than when observer is visible.
	Visible observation.	• Discern affects of visibility of vice principal during transitions.
5. What were teachers' transitioning mannerisms and actions during class transitions pre- and post-intervention?	Transcription of recordings.	• Asynchronous listening allowed review • More details evident with further listening. • Ability to focus on separate segments. • Ability to rewind when difficult to hear or decipher. • Member checking for clarification of indistinct words by replaying recordings for participant(s).

Table 5

Questions, Quantitative Methods, and Rationale for Design of Study

Questions	Methods	Methods Rationale
4. What proportion of a class group was disruptive during various class transitions pre- and post-intervention?	Time length of events.	• Timed events can give context when comparing observations with varying lengths.
	Sequence of events.	• Order of events can provide context by bookending or bracketing occurrences. • Ability to check for trends in occurrences based upon surrounding events.
	Rate of events.	• Provides frequency of events. • Determining how often an event occurs can help pinpoint improvement based upon increased positive occurrences.
	Range of events.	• The span between highest and lowest number of events can provide information about likely and unlikely events. • High range can indicate disparate views on appropriate behavior. • Decreased range can indicate movement toward a goal by showing decreased swings in compliance. • Decreasing range can indicate a shift toward consensus.
	Count of events.	• Provides count needed for quantitative comparisons. • Counts of events are needed for analysis formulas.
	Demographic information.	• Information describes participants in general terms. • Aggregated information can help hide exact identities of participants while giving the reader more detail.

Participants for the study were the 32 certified teachers and 13 certified paraprofessionals teaching pre-kindergarten through sixth-grade at the target school. Paraprofessionals regularly substituted for classroom teachers and, for this reason, participated in the professional development intervention alongside certified teachers. In

this study, the entire group of educators — teachers and paraprofessionals combined — are referred to as *teachers.*

Questions. The idea for this study originated in 2011, while the researcher was the computer teacher at the target school. When the researcher became the vice principal in 2013, supervision of campus-wide student movement became part of her regular duties. During daily informal observations of student movement, the researcher noted that student movement between learning activities was disorderly and unsafe. As a result of these job-related observations, the vice principal began an investigation of campus-wide student movement between learning activities. This study was conducted in an effort to increase time devoted to student learning and the likelihood of student and teacher safety in the event of a crisis at the target school. The researcher formulated five research questions to guide the study:

Question 1.	What are teachers' perceptions of appropriate transitioning behavior pre- and post-intervention?
Question 2.	What are teachers' perceived obstacles to incorporating campus-wide transitioning behavior pre- and post-intervention?
Question 3.	What student behaviors are observed during various class transitions pre- and post-intervention?
Question 4.	What preponderance or approximate proportion of a class group is disruptive during various class transitions pre- and post-intervention?
Question 5.	What are teachers' transitioning mannerisms and actions during various class transitions pre- and post-intervention?

Methods. To determine next steps for the study, the researcher proceeded with a qualitative, non-intrusive observational design to monitor students' transitioning behaviors between learning activities. Needing further exploration and insight to move forward, the researcher adapted a method similar to one used in a study by Barker and

Polson (1999) in which researchers used a non-intrusive observation method followed by interviews with stakeholders (see also Cooper, Lewis, & Urquhart, 2004; Carr, 1994). To supplement the initial observational design, the researcher asked the campus contacts to accompany her during several observations of transitions between learning activities, then implemented informal open-ended discussions and semi-structured meetings between herself and the campus contacts on the topic of student transitions. The researcher and the campus contacts agreed that transitions between learning activities were disruptive and disorderly: A problem existed and a solution needed to be found.

Based on scholarly literature on the topic and anecdotal evidence from initial observations, the researcher believed that the omission of orderly movement during transitions was resulting in lost time that could have been devoted to teaching and learning (Evertson & Emmer, 2013; Oliver, Wehby, & Reschly, 2011). Just as important, any campus is an unsafe learning environment if students do not transition appropriately during classroom procedures, activities, and emergency drills ("Transitions in the Classroom," 2005; Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008). Disruptive behavior increased the risk of unsafe movement during emergency situations.

The researcher and campus contacts agreed that intervention was needed to address the problem. The intervention applied in this study was a one-day professional development training for all teachers on the target campus with the goal of implementing safer transitioning practices throughout the campus. The researcher used qualitative and quantitative methods to answer the guiding questions and to determine the efficacy of the professional development (Korb, Selzing-Musa, & Skinner-Bonat, 2016).

Mixed methods — qualitative and quantitative — were used to develop and answer the guiding questions for this study. Quantitative strategies were used in conjunction with qualitative strategies with the rationale that strengths of each method would enhance the other (Creswell, 2009, 2014; Patton, 2014). Qualitative methods provided rich descriptions of occurrences, while quantitative methods provided structure for measuring and counting occurrences (Morgan, 1998; Padgett, 2008).

Qualitative methods. As recommended by Leedy and Ormrod (2015) and others, several qualitative research methods were used to answer the guiding questions in this mixed methods study (see also Liamputtong & Ezzy, 2005; MacKenzie & Stanzione, 2010; Merriam & Tisdell, 2015). Qualitative methods used for this study included:

- Open-ended survey based on Questions 1 and 2.
- Whole-group, semi-structured discussion based on responses to survey.
- Cooperative learning activities.
- Small group discussions.
- Participant interactions recorded and later transcribed.
- Observations of student transitions.

Quantitative methods. Quantitative methods were used to complement the qualitative methods to answer the five research questions. Quantifying the qualitative data enabled the researcher to organize diverse experiences into categories and to apply measurements such as timing, count, rate, and frequency to the qualitative data (Pretzlik, 1994). Diverse experiences (qualitative information) such as observations, open-ended survey responses, and verbal statements were examined, compared, categorized, and counted (Bronstein & Kovacs, 2013).

Activities. The researcher designed a full day of professional development activities to guide teachers through various exercises and learning opportunities to acquire background knowledge, training, and practice on the subject of appropriate transitioning behavior. Activities included guided discussions, visual lessons, writing, categorizing, sorting, role playing, and use of technology. Activities were designed to train teachers, attain group buy-in, and give teachers practice using transitioning techniques (see Table 6).

Table 6
Design of Activities: Goals, Objectives, and Activities

Goals	Objectives	Activities
I. Teachers will identify perceptions of appropriate transitioning, pre- and post-intervention.	A. Teachers will identify perceptions of appropriate transitioning. B. Teachers will identify similarities.	1. Teachers will individually reflect on Question 1, then write responses on 12 inch square paper. 2. During whole-group discussion, teachers will present perceptions of appropriate transitioning. 3. Teachers will discuss commonalities.
II. Teachers will identify perceived obstacles to incorporating campus-wide transitioning behavior.	A. Teachers will identify obstacles to appropriate transitioning. B. Teachers will work to remove obstacles.	1. Teachers will individually reflect on Question 2, then write responses on 12 inch square chart paper. 2. During 12 minute group discussion, teachers will present and display obstacles. 3. Problem solve to discuss obstacles.
III. Teachers will reach consensus on appropriate school-wide transitioning behaviors for various campus venues and activities.	A. Teachers will identify areas that would benefit from improved transition. B. Teachers will define appropriate transitioning for each school venue.	1. Teachers will brainstorm venues and activities that would benefit from improved transitions. 2. Form teams of four to five teachers to collaborate, delineate, and present appropriate transitioning for venues. 5. Teachers will give and receive feedback and reach consensus on each list before proceeding.

Table 6, continued

Goals	Objectives	Activities
IV. Teachers will increase focus on appropriate transitioning behavior.	A. Teachers will develop shared knowledge on improved transitioning. B. Teachers will learn transitioning skills.	1. Trainer will provide Background Knowledge Packet on appropriate transitioning (see Appendix G). 2. Trainer will lead group discussion on Background Knowledge Packet.
V. Teachers will build support for implementing school-wide transitioning.	A. Teachers will develop common awareness of appropriate transitions. B. Teachers will establish behavior expectations.	1. Teams will form groups of 4-5 to peer-teach one category of appropriate transitioning behavior. 2. Teachers will work in teams to design an active, peer-teaching lesson on one aspect of appropriate transitioning behavior.
VI. Teachers will demonstrate buy-in and support for school-wide transitioning behavior standards.	A. Teachers will demonstrate buy-in through active participation in learning experiences. B. Teachers will engage in positivity, laughter, and enthusiasm during peer-teaching activities.	1. Teams will deliver active learning experiences to teach peers various aspects of appropriate transitioning behavior. 2. Individuals and teams will actively participate in peers' lesson presentations. 3. Individuals will volunteer to support other teams' presentations. 4. Teams will give and receive feedback.
VII. Teachers will utilize appropriate transitioning skills learned during professional development.	A. Teachers will appropriately transition students throughout the campus. B. Teachers will demonstrate actions learned during intervention.	1. Teachers will return to class and incorporate orderly, whole-group transitions. 2. Researcher will observe transitions and provide coaching to teachers who need to improve whole-group transitions.
VIII. Ascertain effect of professional develop intervention by answering Questions 3, 4, and 5.	A. Researcher will assess effect of professional develop intervention on whole-class transitions. B. High proportion of class groups will transition appropriately.	1. Researcher will observe and collect data while observing whole-group transitions in various venues on campus. 2. Researcher will provide follow-up coaching to teachers who need to improve whole-group transitions.

As recommended by Tate (2012) in her book, *'Sit and Get' Won't Grow Dendrites: 20 Professional Learning Strategies That Engage the Adult Brain,* the researcher designed activities as experiences, not lectures or bookwork, so that participants would learn how transitions can be taught and learned through doing explicit, practical activities. To intentionally provide opportunities to *do* rather than just listen, the activities were scheduled in such a way that actual transitions between activities would occur many times throughout the training day. In addition to training, buy-in, and practice, the activities provided rich descriptive data to help answer the guiding questions of the study.

Writing activity, open-ended survey. The first activity was designed to answer Questions 1 and 2. Participants were seated at separate tables to individually accomplish the first activity. Each participant had two 12 x 12 inch chart papers, several markers, and copies of Questions 1 and 2:

- Question 1: What are your perceptions of appropriate transitioning behavior?
- Question 2: What are your perceived obstacles to incorporating campus-wide transitioning behavior?

Participants were given time to reflect upon their own perceptions of appropriate transitioning behaviors and perceived obstacles to incorporating campus-wide transitioning behaviors. This was an individual activity in which participants identified their own perceptions and obstacles. After reflection, teachers used markers to write their individual perceptions and perceived obstacles on 12 x 12 inch chart paper.

Semi-structured discussion activity. Every teacher presented their individual perceptions of appropriate transitioning behavior to the whole group (Caine, 2000). The researcher guided the open-ended discussion by pointing out similarities and differences in individuals' perceptions. Discussion, questions, and feedback were encouraged between participants as they shared their responses (Carroll, Fulton, & Doerr, 2010). The chart papers were displayed at the front of the room as they were presented. The researcher prompted participants to consider commonalities between their responses and similarities were noted. Teachers reached an informal consensus on the need for campus-wide conformity on appropriate transitioning behaviors (Goodwin & Miller, 2012). Positive and courteous group interaction was prevalent throughout the discussion, questions, and feedback (see Appendix C for participants' responses to Question 1).

Semi-structured discussion activity (timed). Perceived obstacles to appropriate transitions were shared for a limited timeframe of 12 minutes — approximately half of the remaining discussion time. Participants shared obstacles for the limited time period and were then encouraged to consider solutions and positive changes for the remaining 12 minutes of discussion time. As the mid-morning break would be occurring shortly, the researcher wanted to end the session with an anticipation for problem-solving. To convey the 12 minute time limit for the activity, the researcher incorporated role play, as recommended by Jensen (2001, 2008), and a visual reference to the actual clock as recommended by Wolfe (2001). The researcher mimicked turning the page of a huge book and stated, "After sharing for 12 minutes, we will turn the page." Pointing to the analog clock, the researcher stated, "When the big hand is on the five, we will begin

working on solutions." The participants, all elementary teachers, smiled and nodded at the physical references for time keeping.

As participants shared and discussed their perceived obstacles to incorporating appropriate transitions, the researcher asked participants to look for commonalities between the responses. Not long into the discussion, participants agreed to begin considering solutions to assist each other in overcoming individual and common obstacles to incorporating appropriate transitions (see Appendix D for a list of participants' responses to Question 2).

Brainstorming activity. The researcher asked participants to consider possible behavior expectations that could be adopted campus-wide. Participants then worked as a whole group to brainstorm campus venues and activities that would benefit from standardized transitioning behaviors and routines. Participants identified eight venues and activities that could benefit from improved transition routines:

1. Breakfast and beginning of the day.
2. Before and after lunch.
3. Release or end of day procedures.
4. Fire drills and emergency drills.
5. Visitors and previous teacher encounters.
6. Bathroom routine and bathroom schedule.
7. Stopping points and regrouping.
8. Basic line rules in hallways and between venues and activities.

To encourage divergent thinking, the researcher chose brainstorming as an activity in which teachers were given an open forum to share their ideas without criticism (Tate, 2003). Gregory and Chapman (2012) recommend brainstorming as a

way to activate prior knowledge while giving opportunities for participants' related ideas to emerge: One person's idea could trigger new ideas or bring related ideas to mind. The brainstorming activity was designed as a way to foster collaboration that would give teachers more exposure to the concept of appropriate transitioning. A campus-wide adoption of transitioning routines would require teacher cooperation and acceptance of the concepts (Whitaker, 2003). Maintaining momentum and buy-in during the training would be beneficial in moving toward a campus-wide acceptance of improved transitioning routines (O'Neill, Conzemius, Commodore, & Pulsfus, 2006).

Cooperative learning activity. Bromley, Irwin-DeVitis, and Modlo (1995) recommend cooperative learning groups be used to develop trust and respect for others' viewpoints. To bring together multiple peoples' strengths, views, and skills as recommended by Cohen, Lotan, Darling-Hammond, and Goodlad (2014), teachers were asked to form eight teams based upon their interests in campus venues and activities identified during the brainstorming activity. Teams moved to various areas in the cafeteria based upon their identified venue or activity. The small groups were asked to discuss and delineate appropriate transitioning behaviors for the team's chosen area of focus.

As recommended by Jensen (1996, 2005), the cooperative learning activity was enhanced by utilizing poster-making to help structure thinking, help make thinking visible, organize ideas, and enable participants to search for patterns. The team poster paper with the basic brainstorming ideas captured during the brainstorming activity, a blank poster paper, and markers were provided to each team as a starting point. As an

alternative to traditional note-taking, Tate (2012) and Ogle (2000) recommend sharing graphically — in this case participants made posters — in order to encourage cooperative learning as opposed to independent work. The goal was for each team to reach consensus within their small group, then present their recommendations to the other small groups. Each team developed and recorded a list of specific standards and routines they felt could be adopted campus-wide.

Before teams presented their lists of appropriate transitioning behaviors, the researcher reiterated the need for a campus-wide solution and consensus for future transitioning expectations. Each team presented to the whole group. The whole group considered each list of suggested transitioning behaviors in terms of their willingness to comply with the various transitioning routines. Teams received feedback from other participants, and the lists were adjusted after consideration of suggested changes until the whole group reached a consensus on each list. Once whole-group agreement was reached on the delineated lists of appropriate transitioning behaviors, lists were posted on charts throughout the rest of the professional development day. As a follow-up the next day, the researcher transcribed and sent out the combined list of appropriate transitioning behaviors via email to all participants. Teachers stated that they felt they had been heard and that their input was considered in the final agreements (see Appendices E and F).

Project-based learning activity. In line with Tate (2012) and Pert and Chopra (1997), the researcher envisioned a fun day of professional development. According to Pert and Chopra, “There is a direct correlation between positive experience, improved

memory, and actual performance" (as cited in Tate, 2012). Tate's research on adult learning shows that a positive learning environment with positive social interaction can facilitate learning. Positive feedback is purported by Sylwester (1995, 1997) to help develop self-esteem and positive self-concept.

A project-based learning activity was introduced right before the lunch break. Each participant received a researcher-created Background Knowledge Packet which contained information on various aspects of appropriate transitioning. The researcher directed the participants' attention to the items in the packet and briefly explained the contents of each section (see Appendix G).

Peer-teaching activity. After a lunch break, the teachers moved to a large auditorium with a large projection screen, sound system, video technology, and a stage. The researcher referred to a researcher-created list of Peer-Teaching Activity Choices — hands-on teaching strategies paired with various transitioning activities (see Appendix H). Each of the peer-teaching activity choices were discussed, and anyone interested in performing a particular activity joined others who were interested, as well. Teachers chose teams of five to six members and selected a transition activity topic and a teaching strategy for their team to use to present their topic during a peer-teaching activity (Marzano, Frontier, & Livingston, 2011).

Groups were assigned classrooms and given 45 minutes to prepare their peer-teaching activity. All team members were required to participate in the group's activity. Before teams left the whole-group area to prepare for the peer-teaching activity, the trainer played a Mickey Rooney and Judy Garland song and video segment from the

movie, *Babes in Arms*, entitled, "Let's Put on a Show!" (Freed & Busby, 1939; Hart & Rodgers, 1937; Rooney & Garland, 1939). The stage was set for lighthearted activities and camaraderie for the purpose of building skills and buy-in for campus-wide transition standards to become the school-wide norm.

Each team demonstrated the ability to convert one aspect of appropriate transitioning into a learning experience for the large group. All teachers were active participants in their own and the other teams' presentations. All groups presented within a one-hour time period. The lessons were very well received with cheering, laughter, agreement, and positive feedback.

Data collection methods. Qualitative data from field notes provided contextual meaning to quantitative data via descriptive narratives of setting, activity, perceptions, and engagement. Conversely, quantitative data provided context for qualitative data with measurements such as the number of incidents, number of participants, and time of day (Creswell, 2013a, 2013b; Merriam & Tisdell, 2015).

Qualitative data collection methods. Qualitative data collection methods used for this study were based on the researcher's observations and documentation of interactions, actions, statements, mannerisms, and responses of participants. Participants had input in the open-ended survey responses, discussions, activities, group selections, clarification of concepts, and social interactions. Thorough, accurate, systematic accounts of events were important aspects of data gathering to attend to in an effort to include all potentially useful data (Johnson & Onwuegbuzie, 2004). The researcher recorded rich detail when gathering qualitative data. The use of several methods of data

gathering gave the resulting data collection depth, richness, and clarity (Leedy & Ormrod, 2015).

The researcher utilized an open-ended survey, semi-structured discussions, audio transcriptions from recordings, cooperative learning groups, and various work products created during intervention activities along with observations, anecdotal notes, and clarifying questions as methods for collecting qualitative data. The open-ended, dynamic nature of qualitative data collection provided data-rich opportunities for the researcher to record and document descriptive, detailed data.

Qualitative data collection instruments. The researcher created qualitative data collection instruments to use to record observations, question responses, contextual notes, discussion notes, and other anecdotal data (see Appendix I). The researcher wrote field notes to document observations and insights during various participants' interactions. As recommended by Caldwell and Atwal (2005), the researcher made audio recordings of some events and later transcribed the audio from those various interactions.

Quantitative data collection methods. The concept of measurement characterizes quantitative data collection from qualitative data collection. In this mixed methods study, the researcher attained quantitative data through asynchronous measurement of events that had been documented as qualitative data. While collecting qualitative data, the researcher made anecdotal notes that would later be used to quantify data. Qualitative data was quantified by the researcher through counting incidents, calculating

frequencies, measuring lengths in minutes, and documenting dates and times for occurrences.

Quantitative data collection instruments. The researcher conducted observations and collected data during intervals of whole-class transitions. Observations and data collection were performed by the researcher during four types of transitions:

1. Beginning of class.
2. Between classroom activities.
3. Departure from classroom.
4. Walking in a line in halls and other out-of-class venues.

Data collection instruments were created for four types of transitions and were derived from teacher perceptions of appropriate student transitions shared during the professional development phase of the study and the researcher's observations of student transitions. Discrete, specific descriptors of four types of transitions were the bases for these data collection instruments. Appropriate teacher actions and corresponding appropriate student actions for each of the four types of transitions were described and listed on the data collection instruments (see Appendices J, K, L, and M).

Williams (2007) emphasizes the need to record well-defined events during qualitative data collection that may later be gleaned for quantitative data. Tashakkori and Teddlie (1998, 2008, 2010) also suggest that detailed, thorough qualitative data collecting can yield rich quantitative data. In addition to collecting quantitative data in real time (e.g., tallying the number of occurrences of an event), quantitative data was collected through asynchronously categorizing, counting, and measuring qualitative data.

6.2 Data Sources, Collection, Analysis, and Summary

Data sources. The intervention applied in this study was a one-day professional development training for all 32 teachers and 13 paraprofessionals on the target campus with the goal of implementing safer transitioning practices throughout the campus. During the professional development training, data was collected by the researcher during learning activities, interactions between participants, interactions between participants and researcher, and during various observations. The professional development intervention and subsequent observations provided rich sources of data for this study. Learning activities during the full day of professional development provided numerous data collection sources including survey responses, discussion notations, posters, categorized lists, peer lesson notes, audio recordings, technology products, graphic art, song lyrics, banners, puppet show script, quotes, and shared viewpoints.

Open-ended survey. The researcher administered a pencil and paper survey based upon Questions 1 and 2 of the study. The survey was designed as a source of qualitative and quantitative data. The results from the survey were used to gain insight into participants' perceptions concerning appropriate transitioning behavior. As a quantitative data source, the open-ended survey responses were tallied based upon various response categories.

Semi-structured discussion activity. Immediately following and as a complement to the open-ended survey, the researcher facilitated a semi-structured discussion activity based upon the written survey responses. Participants' responses to Questions 1 and 2 provided a source of qualitative data used by the researcher to gain insight into

participants' perceptions. Each participant presented their own survey responses to the whole group. Each participant was given the opportunity to be heard, and all had the benefit of hearing others' responses and reasoning.

Collaborative coding of open-ended survey responses. Erickson and Stull (1998) and Guest and MacQueen (2008) suggest that coding can be a collaborative effort. The participants categorized responses from Questions 1 and 2 as a review activity during the professional development. In addition to providing a review of concepts, the categorization activity provided an opportunity to increase participants' and researcher's exposure to others' perceptions concerning transitioning behavior.

The categorization activity provided a source for qualitative data. The researcher used annotated note-taking to document participants' interactions during the activity. The categorization activity also provided a quantitative source of data. The researcher quantified the contents of the categories and tracked recurrences of various connections made by the teams.

Brainstorming activity. The researcher utilized brainstorming as a qualitative data source during the professional development intervention. Teachers were asked to brainstorm a list of campus venues and activities that could benefit from standardized transition routines.

Design of standardized routines for appropriate transitions. Teams of four to five teachers were tasked with designing appropriate transitioning routines for one of the eight identified areas in need of campus-wide transition standards. A semi-structured discussion followed, and teachers were asked for input and feedback on each of the eight

lists with the stated goal of reaching a group consensus on each area. All participants' comments were considered during the discussion, and changes were made in order to reach consensus on each of the eight lists. The lists were utilized as important data sources for the researcher.

Project-based learning activity and peer-teaching activity. Teachers were guided to work in small groups on various projects during the last half of the day of intervention. The researcher provided a background knowledge packet containing descriptions and directions for each of the project selections (see Appendices G and H). Descriptions of various projects were discussed, and participants chose teams according to shared interests in their chosen projects. Groups worked on their projects in preparation to present a peer-taught lesson to the whole group during the last hour of training. The project-based learning combined with the peer-teaching activity, enabled participants to have actual experiences with the material and with one another. After groups completed their chosen projects, a peer-teaching activity followed during which each group presented their project to the whole group.

Artifacts. Participants created tangible articles or artifacts as part of the professional development activities. Artifacts included such items as scripts, graphics, posters, lists, handouts, lyrics, banners, and digital files.

Direct quotes. Quotations from participants provided examples of discussion topics. Many researchers include direct quotes in their studies as important references and examples to support their theses (Creswell, 2013a; Lofland, J. & Lofland, 1995).

Observations of whole-class transitions. Subsequent to the professional development intervention, teachers were tasked with implementing transitioning routines with their students based upon the concepts presented during the one-day professional development. Although the intervention was provided to all teachers, pre-kindergarten through sixth-grade, the researcher chose the median grade-level, third-grade, as the sample population from which to gather data during post-intervention observations.

Observations during walkthrough visits (researcher visible). Students and staff were accustomed to seeing the vice principal, the researcher in this study, during daily walkthrough visits within classrooms and walking about the campus. Anecdotal notes were recorded by the researcher during observations of classroom transitions occurring during walkthrough visits. Data collected during walkthrough visits was recorded and transcribed using data collection instruments designed by the researcher for this purpose (see Appendix I).

Observations from unobtrusive vantage points on campus (researcher not visible). All windows of the target campus were equipped with reflective, sun-blocking glass with limited visibility: Inside movement was obscured for those looking in, and outside movement was easily visible from inside vantage points. The obscuring element of the campus windows provided opportunities to collect data whereby the researcher's presence and visibility were minimized. Data collected from unobtrusive vantage points was recorded and transcribed using the same data collection instruments used for researcher-visible observations (see Appendix I).

Monitoring closed circuit security camera (researcher not visible). The target campus was equipped with security camera surveillance in hallways and outdoor corridors. Monitoring the security cameras allowed the researcher to unobtrusively observe transition behavior occurring in 24 locations throughout the campus. No security cameras were located within classrooms, and no audio devices or microphones were attached to the cameras. Quantitative and qualitative data collection instruments used for face-to-face (researcher visible) observations were also used for security camera observations. While transitions were being observed via security camera feeds, anecdotal and narrative notes were gathered.

Data collection. The researcher utilized qualitative and quantitative data collection in this study. As recommended by Patton (2014), the researcher collected qualitative data that described participants' experiences, responses, perceptions, interactions, and opinions. Quantitative or numerical data were collected through tallying, measuring, and counting collected information. Observations from various data sources yielded quantitative data when information was categorized according to groupings and counts of like responses; thus, qualitative data was quantified through the computing of rates, averages, totals, and other descriptive statistics related to the data.

Open-ended survey responses. A writing activity consisting of a pencil and paper survey was administered as an introduction to the day of intervention. The researcher arranged the room ahead of time to accommodate one person per table. On each table, there were two blank pieces of chart paper, color markers, and the two survey questions. Participants were asked to spread out and sit individually, one person per

table. For consistency, the verbal introduction and instructions for the survey were delivered to all participants at one time. Working independently from one another for approximately ten minutes, each participant wrote their survey responses on separate posters. Teachers worked quietly and were given time to reflect and write their individual responses.

The survey responses provided a rich source for qualitative and quantitative data. Collection of qualitative data was accomplished through categorizing participants' responses based upon themes that emerged. Similarities in responses between the participants were noted and grouped. Quantitative data collection was accomplished through tallying and counting occurrences of various responses and perceptions (see Appendices J, K, L, and M).

Semi-structured discussion. A semi-structured discussion followed the completion of the survey. Each participant stood and presented their responses to the whole group. The semi-structured discussion provided opportunities for participants to interact and exchange ideas concerning their perceptions of appropriate transitioning behavior. The open forum gave teachers freedom to clarify and expand upon their responses and to ask and answer follow-up questions of one another.

While observing participants' interactions with the material and with one another, the researcher wrote descriptive anecdotal notes based upon participants' actions and quotes from dialog and discussion. The anecdotal notes were used as qualitative data and were complemented by the written survey responses collected by the researcher.

Collaborative coding of open-ended survey responses. The researcher separated responses from Questions 1 and 2 into 114 separate words and phrases to be used during a small group activity. Teachers formed teams of four to five people and categorized the responses from Questions 1and 2. The categories were flexible and items could be placed in more than one category. As recommended by MacQueen (2008), each team chose one team member to keep track of categories and categorized items. After members of individual teams came to consensus with one another, the teams shared their interpretations, commonalities, and differences with other teams.

Working with the survey responses as raw data increased the participants' shared experiences with the data. As noted by Stringer (1999), increasing participants' sense of ownership in future implementation can occur when participants take part in an analytic process related to the data. Analysis of the data was also designed to build a sense of community and buy-in for the concepts being shared. Ultimately, teams shared their interpretations, then combined some categories, and eliminated and generated some new categories as they reached consensus.

The results of the categorization activity provided rich qualitative data. The researcher used annotated note-taking to document participants' interactions during the activity. The categorization activity also provided a quantitative source of data. The researcher tracked and tallied recurrences of various themes, connections, and links made by the teams.

Brainstorming activity. The participants worked as a group to brainstorm a list of campus venues and campus activities that could benefit from standardized transition

routines. Tate (2012) recommends brainstorming as an activity that can provide an open, non-threatening forum for the sharing of ideas. Gregory and Chapman (2012) purport that brainstorming can activate prior knowledge, as well as trigger the emergence of new ideas from other participants.

To begin the brainstorming activity, the researcher recruited volunteers to stand by poster paper stations mounted on three sides of the cafeteria. Markers were within reach of the volunteers. Volunteers were plentiful, and some participants even doubled up as "helpers" at some stations, exhibiting positive social interaction and eagerness to learn together (Korb, Selzing-Musa, & Skinner-Bonat, 2016).

Teachers explored campus-wide transitioning routines by brainstorming campus venues and activities that would benefit from standardized transitioning behavior routines. The poster paper volunteers recorded teachers' responses. All ideas were recorded without criticism. Ideas were tentatively sorted, which resulted in eight venues and activities that would benefit the most from implementation of standardized, campus-wide transitions being identified. Teachers suggested eight areas that could benefit from appropriate transitions (see Appendices E and F).

Design of standardized routines for appropriate transitions. Teams of four to five teachers designed transitioning routines for each of eight identified areas in need of campus-wide transition standards. During a whole-group discussion immediately following the activity, teachers gave feedback on each of the eight lists. Participants' feedback was noted by the researcher for each of the eight lists.

Teachers were very responsive during the activity, and changes, additions, and deletions on the lists were recorded by the participants. There was a group consensus reached on each of the behavior routine lists. Each small group produced a chart with their particular transitioning routine actions listed on their charts. The charts were posted for the remainder of the day, and the researcher later transcribed the lists and sent them via email the next day to all participants. The lists of appropriate transitions as devised during this activity became important data sets going forward. The contents of the final charts appear in Appendices E and F.

Project-based learning activity and peer-teaching activity. Creswell (2003) described qualitative research as a model that enables the researcher to develop descriptions and details from participants' involvement in actual experiences. The researcher designed the project-based learning and peer-teaching activities as authentic, interactive learning experiences during which participants engaged with one another and with the presented material.

The project-based learning and peer-teaching activities provided the researcher with data collection opportunities to record details, descriptions, and other informative anecdotal data. The interactive nature of the activities allowed for observation and gathering of informative anecdotal data by the researcher during group presentations. In addition to anecdotal data, the researcher collected qualitative data from artifacts used during the peer-teaching lessons. The researcher collected copies of peer-teaching materials created by participants which included charts, posters, artwork, scripts,

PowerPoint slides, handouts, and signs. This form of multiple data collection can increase the depth of the data, supply detail, and provide clarification of concepts.

Artifacts. Participants created tangible items or artifacts as part of the professional development activities. Artifacts included such items as scripts, graphics, posters, lists, and digital files. These items records of participants' engagement and were important data sources in this study. Artifacts provided interesting insights into participants' collaboration and interaction with the material and provided evidence of successful completion of the activities (Glesne, 2006; see Appendix N).

Direct quotes. Quotations from participants became important data points for this study. Participants' quotations provided illustrative examples of discussion topics and teacher perceptions. Many researchers include direct quotes in their studies as important references and examples to support their theses (Creswell, 2013b; Lofland, J., Snow, Anderson, & Lofland, 2006; Snow, Morrill, & Anderson**,** 2003). The researcher documented conversations and interactions of participants that provided important connections between raw data, coding, and emerging themes.

Observations of whole-class transitions. Subsequent to the professional development intervention, teachers implemented transitioning routines with their students based upon the concepts presented during the one-day professional development session. In addition to the professional development intervention, the researcher implemented observations and coaching for the three third-grade teachers. During post-intervention observations, the researcher monitored the third-graders' transitions in classrooms and thoroughfares to determine areas in which teachers were in

need of further intervention and coaching. Third-grade teachers were given coaching based upon needs identified through post-intervention observations.

The researcher conducted observations of whole-class transitions between classroom activities and learning venues. The researcher conducted observations from unobtrusive vantage points and from clearly visible vantage points. Unobtrusive observations were conducted from vantage points behind reflective, limited visibility glass: Interior movement was obscured for those looking inward, but exterior movement was easily visible from interior vantage points. Unobtrusive observations were also conducted via closed circuit security camera feeds from hallways and outdoor corridors.

Observations during walkthrough visits. The researcher collected qualitative data using anecdotal note-taking to document teachers' and students' transitioning mannerisms, actions, behaviors, cues, and dialog. The researcher recorded written narrative notes describing observed teacher and student interactions. The time and date were annotated on all notes to allow various comparisons of observations including observations occurring at different times of the day, observations of different groups occurring at the same time of day, and/or observations of the same group at the same time of day. Observation time frames were open-ended, not limited to predetermined lengths of time or a predetermined number of observations. Length, date, and time of security camera observations were noted to provide contextual information. Teachers' and students' actions were documented on researcher-developed qualitative data collection instruments (see Appendix I).

The overall transition behavior of a class was quantified by evaluating the occurrences of on-task actions and behaviors during each observed interval of whole-class transition. Researcher-created frequency charts were utilized to quantify the on-task student behavior and appropriate teacher actions observed during each interval of observation (see Appendices J, K, L, and M). Using the data collection instruments, each discrete action of each observed transition was evaluated as an occurrence or non-occurrence on the frequency charts. An occurrence was marked when the discrete action occurred and a non-occurrence was marked for the absence of the discrete action during a transition. One of four data collection instruments was used for each observation, based upon the type of transition that was observed.

Analysis and summary. The researcher provided professional development intervention to all educators at the target school with the goal of increasing the efficacy of the participants individually and collectively through transitioning skills to be implemented campus-wide. All teachers participated in the professional development training. This study focused on teachers learning a very specific skill — transitioning students — to improve classroom management and campus-wide safety.

During the one-day intervention, teachers were taught to incorporate appropriate transitions at the beginnings and endings of activities to gain orderly and attentive student behavior before moving to a new activity as a whole group. As purported by Hunter (1976) and Robinson (2011), effective transition entails anticipation sets in which expectation of what will happen next is utilized to give closure to the ending activity and promote engagement in the new activity. In teaching, gaining the attention

of learners before beginning is crucial. The previous activity must have closure, and participants must be led into the new activity. All remnants of the previous activity that could take attention away from the new activity must be dealt with before moving on. All of the professional development activities in this study were designed with the intention of learning content material *and* practicing transitions between activities. After the day of professional development, teachers returned to their classrooms and began training students to transition more effectively.

To answer the guiding research questions and measure the effectiveness of the intervention, the researcher conducted observations and collected data during the professional development session and during whole-class transitions. When teachers returned to their classrooms after the professional development, they implemented transition routines with their students. The researcher observed teachers and students during transitions to determine areas where teachers needed individual intervention. The researcher provided coaching to these teachers based on her observations. The researcher evaluated and compared teachers' pre-intervention perceptions with their post-intervention realities to determine the effects that the professional development intervention and coaching may (or may not) have had on safe and orderly transitions.

Constant comparative analysis. According to Simon (2011), the examination and reexamination of quantitative and qualitative data are vital steps to revealing what has been discovered and what is yet to be learned. As recommended by Creswell (2013a, 2013b), both quantitative and qualitative data collection methods were used to document pre- and post-intervention data. Professional development intervention activities,

surveys, and observations provided several rich sources of data for this study (see Table 7). Instructive descriptions emerged from the details and analyses of data.

The constant comparative method of research analysis was performed on the qualitative data to discover emerging themes and to develop an understanding of participants' experiences (Goddard & Melville, 2004; Glaser 1965, 2008; Thomas, 2003). Six data sets were analyzed in this study:

1. Question 1 survey results: Perceptions of appropriate transitioning behavior.
2. Question 2 survey results: Obstacles to appropriate transitioning behavior.
3. Appropriate transition routine activity results.
4. Pre-intervention observations, all classes.
5. Pre-intervention observations, third-grade only.
6. Post-intervention observations, third-grade only.

Table 7
Qualitative Data Sources, Collection, and Analyses

Data Source	Data Collection	Analysis
To answer Questions 1 and 2: • Pencil/paper, open-ended survey of Questions 1 and 2. • Semi-structured, group discussion of survey responses. • Brainstorm of venues and activities that would benefit from standardized transition routines. • Team charts of appropriate transitions. **To answer Questions 3, 4, and 5:** • Researcher observations of transitions, pre- and post-intervention from three vantage points: o From behind tinted windows. o From a clearly visible position. o Via security camera feeds.	• Results from survey. • Anecdotal notes from discussion. • Audio recordings of interactions. • Charts of standardized transition routines. • Descriptions of appropriate transitions. • Notes from discussion. • Observation notes describing: o Student behaviors. o Teacher actions. o Context. • Researcher-created data collection instruments (see Appendix I).	**In the constant comparative method used to analyze transcribed data, the researcher:** • Transcribed survey, brainstorming, and discussion notes to word processor to enable management and search of data. • Looked for recurring statements and ideas. • Coded data with handwritten notes, in the margins, on instances of transition behavior. • Recoded data, added or changed margin notes. • Listed all codes. • Tentatively categorized emerging themes. • Added visual codes in the form of colors and symbols (see Appendix O). • Compared and categorized any new codes. • Added, changed, or moved categories. • Formulated tentative criteria for categories (see Appendices P, Q, and R). • Re-adjusted codes and categories. • Combined categories that overlapped, were redundant, or described the same phenomenon. • Considered dual coding for ambiguities. • Holistically compared categories, noting relationships between categories. • Split categories that needed more specificity. • Moved codes that fit in other categories. • Marked codes and categories not applicable to the study as N/A. • Added dichotomous codes (blue and red) to distinguish appropriate transition behaviors

The researcher began by transcribing all the data collections by typing them into a word processing program to enable data management, including a search function. The researcher transcribed survey responses, intervention activities' descriptions and results, discussion notes, observation results, and audio recordings. Transcribed data documents were printed as hard copies from a word processor program so that the subsequent handwritten memos and codes added during the data analysis phase would clearly be

distinguished from the typed data. As recommended by Liamputtong and Ezzy (2005) and Saldaña (2015), any memos added during the analysis process need to be distinct from the text, clearly marked, and dated.

The researcher followed the model described by Liamputtong and Ezzy (2005, p. 270) in which, "Virtually all methodologists recommend initial and thorough readings of data while writing analytic memos or jotting in the margins tentative ideas for codes, topics, and noticeable patterns or themes." The researcher performed an initial, thorough reading of all transcribed, printed data sets. During subsequent reading and studying of the data, the researcher wrote copious notes in the margins, including focal points, discoveries, questions, reminders, tentative codes, emphases, thoughts, insights, anomalies, findings, suggestions, conjectures, perceptions, theories, speculations, contextual information, surprises, actions, reactions, and reflections.

The constant comparative method was used by the researcher to articulate the relationships that emerged as the data sets were studied. As stated by Goetz and LeCompte (1984, p. 58), "As events are constantly compared with previous events … new relationships, may be discovered." Throughout the constant comparative analyses, occurrences were compared so that new connections might emerge and previous connections might be confirmed.

To begin the coding process, four data sets initially were compared and analyzed:

1. Question 1 survey results: Perceptions of appropriate transitioning behavior.
2. Question 2 survey results: Obstacles of appropriate transitioning behavior.
3. Appropriate transition routine activity results.
4. Pre-intervention observations, all classes.

Initially, 260 codes in the form of words and phrases emerged from the four data sets. Many categories were interesting, but irrelevant to the study, and thus categorized as non-applicable (N/A). Codes were first analyzed and grouped based on terms that were identical, nearly identical, equivalent, or similar within each data set. These four data sets were then compared side by side to ascertain relationships between the codes across the data sets.

During the first cycle of data coding, the simple inclusion rule for all codes was stated as, "words related to transition." The researcher marked items of interest based on this threshold by using simple margin notes. After this initial coding, the researcher looked for relationships and connections between the words and ideas within each data set and placed these items in tentative categories. The researcher looked for relationships between categories of coded data across all data sets, in addition to the relationships between individual codes within the data sets.

As recommended by Corbin and Strauss (2007), the initial organization of the data was not elaborate. Early groupings of codes were not descriptive, but simply were used by the researcher to identify possible relationships between the codes. The constant comparative method began with these early groupings of codes and continued with more complex and descriptive diagrams and categories resulting from continued review, analysis, and reflection. As these connections began to take shape, a number of revisions were made before the version was finalized.

The researcher's first several iterations of coding rendered various sets of categories. Working with the data by making lists, producing several categorizations of

the codes, and considering alternative connections were important analysis tools used by the researcher. The cycles of data coding involved the formulation of several connections and relationships between the categories in the data sets. The researcher constructed several tables to illustrate various combinations and configurations derived from the data. The tables were examined and compared. Parallel ideas and disparate categories were identified and annotated.

As part of the categorizing process, the researcher developed a set of analysis markings in the form of key words and various symbols. As recommended by MacQueen and Guest (2008), the researcher designed and used the analysis markings — key words and symbols — to enhance the visual representation of the data analysis. Several coding cycles occurred in which the researcher repeatedly analyzed the data, using the analysis markings to help identify and clarify emerging themes and topics. To further distinguish the analysis markings and to increase visibility, various ink colors were used. As recommended by Layder (1998) and Saldaña (2015), further formatting choices included circling, underlining, and highlighting (see Appendix O).

Codes could fit into varying, overlapping, or dual categories, which caused ambiguity. To move the analysis forward and to manage ambiguity, the researcher looked for relationships and connections between the *groups or sets* of coded data, rather than only the relationships between *individual* codes within the sets. Flexible categories were necessary when dealing with ambiguity. Overlapping categories were recognized and managed by dual coding: Codes were placed in more than one category, rather than being limited to one category. Comparing groups of codes required reflection and

creative connections on the part of the researcher. Themes emerged when groups of codes were compared to other groups of codes.

As recommended by Dye (2000), the researcher created categories by clustering and grouping the coded data. These categories became the bases for the organization of the data: “Categorizing is … a crucial element in the process of analysis” (Dey, 1993, p. 112). Throughout the constant comparative analysis, occurrences were compared with previous occurrences so that new connections might emerge, and previous connections might be confirmed. The constant comparative method was used by the researcher to articulate the relationships that emerged as the data sets were studied.

The codes were sorted into 34 groups across the four data sets. These groups of codes were compared and combined, which resulted in 11 categories with which to group sets of similar concepts. Repeated regrouping of codes rendered various relationships. Data sets were sorted repeatedly in order to gain insight into the commonalities and emerging themes of the various codes, categories, and data sets (see Appendices P, Q, and R). Seven primary themes emerged:

1. Order, safety, and routines.
2. Directions, listening, and attention.
3. Visibility and supervision.
4. Straight lines.
5. Facing forward.
6. No talking.
7. No gaps and no touching.

Results from utilizing the constant comparative method to analyze the four data sets were used to answer Questions 1 and 2. Teachers' perceptions of appropriate transitioning behavior and perceived obstacles to incorporating campus-wide transitioning behavior pre-intervention were compared with observations of teachers' actual practices post-intervention. Pre-intervention, teacher responses indicated that they had high expectations for themselves, their colleagues, and their students in appropriately transitioning students.

Analysis of teachers' pre-intervention perceptions of appropriate transitioning behavior revealed the recurrent concern of order and safety. Of 260 data points, 68 responses, or 26%, related to order and safety. Teachers were concerned about many aspects of order and safety, but the two most common were related to unified procedures and the concept of *walk, don't run*: 23 responses related to unified procedures, and 12 related to *walk, don't run*.

Qualitative evidence and anecdotal field notes recorded during the researcher's observations indicated that teachers considered orderly lines a key element of appropriate transitioning behavior. When the researcher analyzed the 260 data points using the constant comparative method, of the 260 data points analyzed, elements of appropriate line behavior were referenced 103 times, or with 40% frequency. The researcher categorized the 103 descriptors of appropriate line behavior into six components, or groupings (see Table 8). Charting the frequency of the individual descriptors within the six components of orderly line behavior provided a quantification of the teachers' perceptions. Analyzing this qualitative data using the constant

comparative method yielded quantitative data that could be used to compare frequency and rates of behavior. In this way, statistical data was derived from qualitative data.

Table 8
Descriptors Related to Appropriate Lines

Mentions	Key Words	Descriptors
29	Straight lines	Single-file. Stand in line. Straight line. Stay in lane. Line up. Line rules. One behind the other.
23	No touching	Hands still. Hands to self. No high five. No touching. No bumping. No horseplay. Hands behind back.
17	No gaps	Catch up, keep up. No dawdling. Move at same pace. No gaps. Keep line tight.
12	Pause, regroup	Pause. Regroup and stop.
11	Facing forward	Face forward. Face front.
11	Walk, don't run	No running. Walk, don't run.

Of the 260 data points, 36 items, or 14%, mentioned *no talking*. Teachers mentioned inappropriate talking in line, during emergency drills, and during classroom activities. The researcher included speaking out, raising a hand to speak, and whispering, in this category, as well (see Table 9).

Table 9
Descriptors Related to No Talking

Mentions	Key Words	Descriptors
14	Quiet	Quiet, quietly.
4	Speaking out	No speaking out. Students don't speak out. Raise hand.
3	Whispering	Whisper.
12	No talking	No talking. Know if my class talking. Talking. Chattering.
3	Silence	Maintain silence. Silently.

Concepts pertaining to following directions, listening, and attentiveness were included in 43 of the 260 data points, or 17% (see Table 10). Teachers also noted that following (for students) *and* giving good directions (for teachers) were both important.

Table 10
Descriptors Related to Instructions and Consistency

Mentions	Key Words	Descriptors
4	Listening	Listen to communication. Listening.
9	Instructions	Follow directions. Giving directions. Direction. Kids don't follow rules.
14	Attentiveness	At attention. Attentive. Pay attention. Maintain focus. Get attention of students. On task.
16	Consistency	Follow through. Kids act like others. Unified language. Cooperate. Consistency. Verbal cues. Non-verbal cues. Review procedures.

Inductive analysis. In describing inductive analysis, Patton (1990) states that "[p]atterns, themes, and categories of analysis emerge out of the data rather than being imposed on them prior to data collection and analysis" (p. 390). The researcher used multiple sources of data and multiple methods of data collection to conceptualize the participants' realities (see Table 11).

Discussion notes, observation data, field notes, feedback from participants, and researcher reflections were read, reread, annotated, organized, and inductively analyzed to develop an understanding of participants' experiences and to discover emerging patterns in the data. Gaining an overview of the data as a whole was helpful. In preparation for coding data, the researcher became thoroughly familiar with the collected information and considered initial connections to be tentative and flexible.

Table 11
Qualitative Data Sources, Collection, and Analysis

Data Source	Data Collection	Analysis
To answer Questions 3, 4, and 5: • Developed lists of appropriate transition behaviors according to venues and activities in which transitions occurred. • Created detailed lists of behavior routines with teachers' and students' actions delineated. • Developed frequency distribution tables with scale.	• Color coded observation data. • Coded categories from constant comparative analysis. • Began with tentative tables of transitions. • Began with detailed charts of teachers' and students' actions delineated for four types of transitions.	**Inductive analysis of data:** • Extracted instances of appropriate and inappropriate transition behaviors. • Sorted according to venues and activities. • Adjusted and refined codes and categories. • Established types of transitions as categories. o Transitions at the beginning of class. o Transitions between activities. o Transition for departure from class. o Walking in a line. • Matched teachers' and students' behaviors. • Sequenced routines for each type of transition. • Provided reciprocal teacher and student actions. • Refined and adjusted actions and routines. • Tracked iterations of sequenced routines. • Created final detailed charts of discrete actions for teachers and students (see Appendices J, K, L, and M). • Created distribution charts with dichotomous 0-1 scale for occurrences and non-occurrences of teachers' and students' actions (see Appendices J, K, L, and M).

The researcher's various stages of coding reveal the progression from initial coding to the final presentation of data. In their book, *The Study of Thinking*, Bruner, Goodnow, and Austin (1956), stated that, "To categorize is to render distinguishably different things equivalent, to group the objects and events and people around us into classes, and to respond to them in terms of their class membership rather than their uniqueness (p. 16)." Similarly, according to Dey (1993), "A natural creation of categories occurs with the process of finding a focus for the analysis, and reading and annotating the data" (p. 99). Throughout the analysis process, the researcher documented reflections and wrote analytic memos to annotate further connections between the

emerging codes. Reflective journaling provided a way to record thoughts and ideas as they emerged and to articulate additional insights about the data. Refinement involved sorting and resorting the data to discern if the same, similar, or additional categories emerged each time. Interpreting the experiences by coding and recoding in different ways presented ambiguities and dilemmas that could be resolved with reflection and journaling. The reflective journal notes and analytic memos helped formulate and clarify patterns and categories. Various perceptions were noted and revisited to consider further comparisons.

The first cycle of the coding process involved coding everything of interest. As the analysis progressed, however, it became clear that coding *everything* of interest was unwieldy. At first, it was difficult to cull from the material as it seemed that an item would not necessarily have been recorded in the data if it had not drawn the researcher's initial attention. Analysis continued with several more cycles of coding, sorting, and refinement. Refinement involved sorting and resorting the same data using different filters and different perspectives in order to differentiate the essential from the "merely interesting" (Ngai, 2008).

After much deliberation and repeated sorting, coding, and categorizing, the researcher used the duplications filter on the data sets. Approximately 20 codes were discovered to be duplicates between data sets. Instances of duplicate codes were accounted for in each data set. Next, the non-applicability filter was used. A code was deemed non-applicable (N/A) if the item was an outlier due to its small number of instances or due to being beyond the scope of this study.

As categorization progressed, color coding the data was used to help visualize connections. Symbols, along with color coding, added another visual dimension to the coding process. The data sets were eventually coded with colors, symbols, underlining, circling, and words to allow the most useful refinements and render various derivations, each of which was generated in separate tables.

Through inductive analysis, the appropriate transitioning between activities and appropriate line walking behavior emerged as themes that could be quantified through descriptive statistical analysis. Initially, codes were sorted into two categories: transitioning behavior and line walking behavior. The initial two emerging themes of transition behavior and line walking behavior were precursors to the final four themes that included four types of transition procedures.

Successive categorizing, coding, and recoding of the data yielded four kinds of whole-group transitions as recurrent themes. Organizing and categorizing whole-group transitions into these four categories enabled the researcher to refine and define the elements of appropriate transition behaviors. The researcher categorized four kinds of effective student transitions based upon their placement in the course of the school day. Transitions were sorted into four kinds of procedures:

- Transitions at the beginning of class.
- Transitions between activities.
- Transitions for departure from class.
- Walking in a line.

Discrete parts of effective transition behaviors were observed and annotated through two lenses — teachers' actions and students' actions. The successful execution of safe, effective transitions depended upon teacher actions and corresponding student actions. The researcher coded and analyzed observations and annotated patterns that emerged from observations of whole-group transitions. Through coding the pre- and post-intervention data, the researcher identified patterns in transitions and sequences that resulted in increased orderly behavior and reduced disruptive behavior. The teachers' and students' actions associated with the process of effective transitions were illustrated in a rudimentary table generated early in the analysis (see Table 12).

Table 12
Early Iteration of Effective Transition, Teacher and Student Actions

Teacher Actions	Student Actions
Start transition from current activity to the next.	Engaged in current activity.
Signal for students' attention, pause for readiness.	Stop and listen immediately.
Give direction to stop current activity.	Stop activity.
Give direction to put away material. Signal to go.	Put away materials.
Gets students' attention, pause.	Stop and listen immediately.
Set expectation and anticipation for next activity.	Acknowledge.
Provide directions for next activity.	Listen to directions. Wait for *Go*.
Signal to go.	Go.

The teacher expectations and student expectations for each of the four procedures provided a road map to follow, as all were either teacher actions or student actions. Expectations would be met with the successful completion of these actions. This was the

final model on which the study rested. Viewing the process through these two lenses made sense for all actions that were to be taught to teachers and used with students.

Inductive analysis of the data yielded four main categories of transition behavior. The researcher delineated procedures based upon observations of teachers' actions and students' actions. Discrete parts of all four types of transitions were further broken down and described in detail resulting in transition action sequence charts (see Appendices J, K, L, and M).

Descriptive statistical analysis. Descriptive statistical analysis was performed on each data set from each of the four types of transitions to calculate percentage change in positive occurrences post-intervention (see Table 13). The overall transition behavior of a class was quantified by evaluating the discrete transitioning behaviors from each observed interval of whole-class transition. Actions from pre- and post-intervention observations were quantified using observation scales on researcher-created transition action sequence charts. To quantify discrete teacher and student actions for each of the four types of transitions, pre- and post-intervention, instances of each discrete element of a transition were categorized as one of the following:

- An occurrence: The discrete action occurred.
- A non-occurrence: The discrete action did not occur.

Teacher and student on-task behavior ratings were derived from total occurrences of each discrete action.

The percent change formula (percent change = range/minimum) was applied to data sets composed of teacher action ratings and student action ratings for positive occurrences during each type of transition, pre- and post-intervention:

- Transitions at the beginning of class.
- Transitions between activities.
- Transitions for departures from class.
- Walking in a line.

Table 13
Quantitative Data Sources, Collection, and Analysis

Data Source	Data Collection	Analysis
• Four researcher-created frequency distribution charts generated through inductive analysis with added dichotomous rating system.	• Researcher-created observation data collection instrument (see Appendices J, K, L, and M). • Anecdotal notes from transition observations.	**Descriptive statistical analysis of data:** • Converted qualitative data into quantifiable form using frequency distribution charts with dichotomous ratings. • Rated observations using one of four frequency distribution charts based upon venue or activity observed. • Marked occurrences and non-occurrences of teachers' actions and students' actions on frequency chart. • Counted frequency of each occurrence and non-occurrence of teachers' and students' actions. • Calculated descriptive statistics based upon data from frequency distribution charts.

The intervention provided by the researcher was the independent variable in the study. The independent variable was quantified by comparing the on-task behavior ratings for each transition, pre-intervention, with on-task behavior ratings for each transition, post-intervention. A class group was given a rating based upon the number of

positive occurrences of the discrete parts of a transition for each type of transition. Pre-intervention positive occurrence ratings were compared with post-intervention positive occurrence ratings to determine the effectiveness of the professional development for increasing teacher efficacy in transitioning students. (See Appendices S through Z for quantitative data collections, descriptive statistical analyses, percentage of change calculations, and graphical representations of statistical results for teachers' and students' positive occurrence ratings for all four types of transitions, pre- and post-intervention.)

To answer Questions 3, 4, and 5, the researcher observed whole-group class transitions pre- and post-intervention to determine student behavior during various class transitions, teachers' transitioning mannerisms and actions during various class transitions, and incidence of on-task behavior during various class transitions. Teachers' increased attentiveness to structured movement of students and increased supervision of students, along with students' responsiveness to teachers' supervision during transition, were evident in post-intervention observations. Teachers' and students' attention to, and awareness of, one another during transitions reduced disruptions in class and increased on-task behavior. The positive occurrence ratings from the beginning of class transitions observation data indicated that teachers improved from a 57% pre-intervention positive occurrence rating to a post-intervention positive occurrence rating of 76%. Teachers' post-intervention positive occurrences increased at a rate of 33% in this category. In this same category, students increased positive occurrences at a rate of 32%.

Post-intervention, teachers increased their actions that led to the structured movement of students and supervision of students during transitions. Teachers' increased attention to appropriately transitioning students corresponded to increased positive student actions during transitions. Post-intervention, the occurrences of appropriate student actions and on-task behavior during transitions increased. As a result, there were fewer student disruptions during transitions. Conversely, when students were off-task and disruptive, these disruptions occurred when teachers lacked in their supervision of students. An example is evident in a comparison of the beginning of class pre- and post-intervention data. Students had a 60% rating for positive actions occurring during beginning of class transitions, pre-intervention. Teachers had a 57% positive rating accompanying the students' 60% rating for pre-intervention positive actions. Post-intervention, teachers' improved practices corresponded to students' increased on-task behavior. As teachers became more attentive and proactive in their supervision of student movement during transitions, students became more likely to behave in an orderly fashion in response.

During observations of beginning of class transitions, the researcher delineated three points at which teachers were recommended to pause and assure readiness before proceeding with an activity. Pre-intervention, the researcher made eight observations with three points at which pausing for readiness were recommended. Pre-intervention, teachers paused 50% of the time at these points of observation. Post-intervention, during observation points at which pausing for readiness was recommended, teachers paused for readiness 77% of the time — a 54% increase pre- to post-intervention. In addition,

students' positive actions corresponded to teachers' positive actions: Students were less disruptive when they were taught and prompted to stop, listen, and wait for instruction. Pre-intervention, students waited for instruction only 54% of the time. The students' action, *wait for instruction*, corresponds with the teachers' action, *pause for readiness*. Post-intervention, students waited for teacher instructions 77% of the time.

During intervention, the researcher recommended that teachers insert a short pause between the instruction for an action and the signal to begin the action. The pause was recommended to maintain or, in some cases, regain students' focus on the task at hand. The short pause served to keep students' responses all together and orderly. The short pause was referred to as regrouping in some instances — a short moment or pause inserted for the purpose of gaining, regaining, or maintaining momentum of the desired action, toward the desired goal. The pauses can be likened to quick checkpoints used to make sure everyone is moving in the right direction, to confirm that no one has stopped the desired action, and to encourage continued action toward the goal. Data showed that these short pauses initiated by teachers resulted in improved student actions.

Post-intervention, teachers paused to assure readiness 100% of the time before signaling students to get materials and go to their work areas. Students responded by getting their materials and going to their work areas 100% of the time. The researcher's anecdotal evidence indicated that teachers and students developed a synchronization that facilitated orderly transitions: Teachers gave instructions and paused for readiness while students listened to instructions and responded when signaled to do so. Transitions were practiced, adjusted, and clarified wherein teachers provided students clear instructions

and quick pauses to check for understanding, and students listened and performed the desired actions with fewer disruptions and less distraction. These quick checks were important segues that could reveal whether students were on task, if they had the appropriate materials, if they were paying attention, if they understood the expectation, if they had stopped the last action, and if they were in the appropriate location. During intervention, teachers were trained to pause and check throughout an activity as a way to keep students engaged in the task at hand and to prevent disruptive actions from occurring.

Pre-intervention, when teachers moved to the next action after an instruction without pausing to assure readiness, the results were off-task behavior, speaking out, and confusion. When teachers paused to assure readiness after giving instructions, students were more likely to comply with the instruction. Post-intervention, teachers instructed students to move on to their next task *and* paused to assure readiness after the instructions. Pausing is such a small action — one that can be characterized as unobtrusive and almost imperceptible — but pausing to assure readiness was the step that kept students moving with the teacher in a more predictable, decisive, safe, and fluid manner.

Analyses and comparisons of pre- and post-intervention walking in line transitions revealed improvement in teacher and student transitioning actions. Post-intervention, teachers increased signaling of students and pausing to assure readiness, and students increased listening and responding positively to teachers' instructions. When teachers planned and executed instructions along with pauses to assure

compliance, students responded positively to the instructions by staying on task and decreasing disruptive behavior. An analysis of line behavior ratings for teachers' and students' pre- and post-intervention revealed that students listened and responded positively when teachers instructed and paused for a behavior to occur. Disruptions that had occurred during transitions were managed by teachers' increased supervision of students. Increased supervision helped keep student distractions to a minimum, resulting in better student focus and smoother transitions.

For the walking in line transition, pre-intervention, teachers instructed, paused for readiness, and signaled for action 56% of the time, while students listened and followed instructions 63% of the time. Post-intervention, teachers instructed, paused to assure readiness and signaled for action 77% of the time, and students listened and followed the instruction 71% of the time. When teachers planned and provided cues and pauses to assure readiness, students responded in a positive manner by following instructions and staying on task. Teachers improved this skill set at a rate of 38%, and students improved their positive responses at a rate of 11%.

Although walking in line observations showed high improvement, there is one exception — end of line behavior. End of line behavior was not delineated as a separate, discrete behavior, but anecdotally, the researcher noted that more negative behaviors occurred at the ends of the lines than any other place in lines. Field notes from pre- and post-intervention observations repeatedly mentioned negative occurrences at the ends of lines. Teachers did not specifically mention end of line behavior when listing their perceptions of appropriate student transitions or obstacles to appropriate student

transition, although teachers did include several references related to line behavior such as no gaps in lines and staying together in lines.

Further analysis of field notes and post-intervention discussions with teachers revealed possible explanations for the high occurrences of disruptive behavior at the ends of lines. The ends of lines seemed to be the desirable position for disruptive students. Disruptive students sneaked to the ends of the lines and dawdled to be the last one in line in an attempt to avoid teacher supervision and to increase opportunity to play and disrupt others. Unfortunately, some teachers punished disruptive students by sending them to the end of the line, contrary to what the researcher would recommend. Students that tended to play, talk, and touch could benefit from being nearer to the teacher, not farther away. Placing a disruptive student at the end of the line can lead to disruption because of the tendency for ends of lines to already have the possibility for the most instances of disruptive behavior due to farther proximity from the teacher (Ross, Romer, & Horner, 2012).

The researcher coached teachers to use a routine that would increase end of line supervision and continuous monitoring of the front, middle, and back of lines. The researcher advised teachers to carefully plan their various routes between venues on the campus. Teachers should plan deliberate, well-thought-out stopping points along each of their routes, then pre-teach and practice each planned routine with students. Teachers should plan to make intermediate stops when transitioning between campus destinations to provide opportunities to continuously monitor all parts of the line (Dorn, 2012a, 2012b, 2012c, 2014). At each intermediate stopping point, teachers were advised to

signal students to proceed to the next designated stopping point followed immediately by the teacher monitoring the line from back to front by walking along the side of the line and looking back to front as they walk. Upon the teacher's arrival at or near the front of the line after monitoring and walking from back to front, the teacher should advise or cue students to stop at the next designated stopping point. The teacher would signal for students to proceed, and again, would walk along the side of the line and monitor the line from back to front. This routine would continue until the class reaches the destination.

Pre-intervention, teachers made fewer intermediate stops along a route to a final destination. In addition, teachers walked at either the front or the back of a line instead of monitoring the entire line from front to back. Few or no intermediate stops along a route and little front-to-back monitoring of the entire line resulted in a line of students that was stretched out along much of the length of the route, rather than a tight line with no gaps. Students walking in lines that stretched beyond the teachers' close supervision and monitoring were more likely to be disruptive.

Large gaps in lines resulted in some incidents of running as a result of students falling behind and running to catch up with the class. The researcher gave several recommendations to the teachers whose students were falling behind, causing gaps in the line, dawdling, and running to catch up (see Table 14).

Table 14

Researcher Recommendations Concerning Gaps in Lines

- Make more stops on the way to a destination in order to keep the line tight.
- Regroup along the route to increase supervision.
- Consider the right pace that would help all students stay in a tighter line formation.
- Explain to students how gaps could lead to someone being left behind.
- Wait until all students are ready to move.
- Make an effort to not move forward until students are in the ready position each time.
- Move with purpose. Stay alert while moving toward the destination.
- Train students to stay focused on the leader.
- Practice, drill, and eliminate glitches when there is not an emergency in order to respond better when there is an emergency or drill.
- Help students develop habits and procedures that can occur with automaticity.
- Make learning routines fun.
- Challenge students to keep up, eliminate gaps, and have their hands behind their backs as part of a class incentive to earn extra minutes of recess.

Dorn (2012a) recommends orderly transition of students throughout the school day to provide daily practice of safe movement when a disaster is not at hand, in order for appropriate actions to occur when an actual emergency happens (see also Dorn, M., Shepherd, Satterly, & Dorn, 2014; Fleming, 2012). Teacher and student proficiency in transitioning as a group increases the probability that the group will be able to react quickly and appropriately, and thus be more likely to survive, in the event of a fire, flood, earthquake, or other crisis (Dorn, M., Dorn, Satterly, Shepherd, & Nguyen, 2013; Skiba & Peterson, 2003). Teachers cannot wait to establish rapport with students *during* an emergency. Instead, teachers can teach students to perform transitions with automaticity and precision before a crisis.

All emergencies will not be predictable or occur along previously practiced routes, but teachers and students who have established rapport with one another by practicing and performing well on predictable routes will gain confidence and skill in

reacting quickly (Dorn, 2012a, 2012b, 2012c, 2014). Another advantage to establishing school-wide, orderly, standard transitions is that teachers and students can perform emergency transitions with whomever they need to perform them at the time (Dorn, M., Shepherd, Satterly, & Dorn, 2014). For instance, in an emergency, a student or group of students may need to transition with a different teacher due to being away from the classroom for an errand or bathroom break: Students will have practiced standard transitions and would be able to conform quickly to another teachers' similar transition routines.

6.3 Issues of Reliability

The experimental design of the study addressed issues of reliability, including consistency in data collection and verification once data had been collected. Uniformity was the researcher's pivotal concern in addressing issues of reliability. Real-time observations, along with asynchronous analysis of the same event via verbatim notes compared to audio recordings, contributed to more reliable results and corroboration of data. The researcher annotated data collection instruments and data transcriptions with anecdotal notes to record reminders of ideas, relationships, and patterns.

Consistency in collecting data. To assure stability and uniformity in collecting data, the experimental design included quantitative data to be collected concurrently with qualitative data to provide context (Leedy & Ormrod, 2015; Liamputtong & Ezzy, 2005). The researcher annotated time and date information, descriptions of settings, and other incidental notations on data collection instruments as meaningful crosschecking

tools. Contextual information aided the researcher in accurately transcribing and interpreting the data.

Verification of collected data. Verification of collected data began with the appropriate experimental design and the researcher's commitment to uniform utilization of collection procedures (Merriam & Tisdell, 2015; Patton, 2014; Tashakkori & Teddlie, 2010). During data collection, the researcher continually documented contextual information thereby facilitating the association of observations with precise contextual situations. The experimental design included crosschecking, cross referencing, and fact checking which was aided by contextual information to place observations in the appropriate environment and surrounding circumstances.

Fidelity of data collection was facilitated by comparing audio recordings of interviews to synchronous, real-time notes taken during face-to-face interviews. Collecting qualitative and quantitative data concurrently supplied the sequence of events and provided uniformity and reliability. Careful, highly detailed field notes helped ensure reliability, stability, and fidelity in the data collection (Liamputtong & Ezzy, 2005).

The researcher used member checking as a strategy for verification of data. Data sets were shared with subjects and feedback was requested, giving participants the opportunity to correct facts or errors of interpretation of the data. Participants' perceptions and perspectives were sought and documented as anecdotal notes during meetings.

6.4 Issues of Validity

Threats to validity were considered in the experimental design of the study. As a mixed methods study, qualitative and quantitative data were collected to discover evidence that training and coaching teachers in the development of better student transitioning skills increased on-task student behavior. Attention to the methods of data collection were important to the design of the study. To speak to issues of validity, the inferences made from the data collected were addressed.

Internal validity. The researcher was aware of the influence her role and presence as vice principal may have upon data collection. The vice principal (the researcher) has historically maintained high visibility at the target school via walkthrough visits, weekly grade-level meetings, and office proximity. The presence and visibility of the researcher were well-established with students and teachers. To address the effect of the visibility of the researcher to internal validity, the experimental design of the study incorporated "visibility of the researcher" as a part of the collected data.

For the descriptive statistical analysis and the inductive analysis, visibility of the observer was originally going to be treated as an independent variable and as a possible threat to internal validity. Unobtrusive observations were compared with researcher-visible observations to examine possible effects of visibility of the vice principal upon incidents of on-task behavior. Causation was cautiously applied if visibility of the researcher (as the vice principal) seemed to affect the internal validity of the study or appeared to be the main influence on the preponderance of on-task behavior observed. Anecdotal data showed that researcher visibility, given her position as vice principal,

was a positive influence on the consistency of effective transitioning procedures. Administrator (researcher) visibility was not increased or decreased during the study, but anecdotally, transitioning procedures appeared to be utilized more consistently with administrator visibility. Consequently, administrator visibility is recommended to stakeholders as a strategy for successful future implementation.

External validity. External validity and generalization beyond the case in a small study such as this is atypical. The future school-wide implementation of safe and effective student transitions is a long-term goal of the target school. External validity or generalization of the study to other schools within the district may be likely. Given the very similar makeup of the populations in the schools within the school district, external validity and transferability of the study and expectation of similar outcomes are plausible.

6.5 Ethical Issues

Ethical concerns for this study included anonymity, objectivity of the researcher, accuracy of reported data, safekeeping of ongoing project material, and confidentiality of all participants. The proposal for this study was submitted to the Texas A&M Institutional Review Board (IRB). A preliminary review of the methods for collecting information from human subjects determined that the methods proposed for this study did not meet the federal definition of “human subjects research with generalizable results.” As the proposed information-gathering methods were within the general scope of activities and responsibilities associated with the researcher’s position as vice

principal at the target school, she was not required to seek human subjects approval (see Appendices AA and BB). The following thresholds were met:

1. Research conducted in established or commonly accepted educational settings.
2. Research involving normal educational practices.
3. Risk level determined and categorized as research involving minimal risk. (U.S. Department of Health and Human Services, 2009).

Security camera feeds from halls and outdoor corridors were viewed only in real time and no video from the security camera feeds were recorded for later viewing. Data collections from security camera feeds were made in real time, not asynchronously. Video recording and still photography were ruled out as data collection methods based on concerns for anonymity, release, and consent issues. Preservation of subject anonymity was accomplished through several built-in safeguards present in the security camera system:

1. Distance between cameras and subjects obscured identities of individuals.
2. No zoom or panning capabilities of cameras obscured identity of individuals.
3. No video recordings were utilized: All observations were made in real time.
4. No audio component was available with the closed circuit feeds.

Researcher's perceptions, opinions, and insights during the record of study emerged. Qualitative data may contain personal observations, interpretations, and realities of the observer. Subjective observations were clearly reported to the reader. Reflections on data collected, analyses of data, and experiences during the study were noted in the record of study.

Qualitative data in this study informed quantitative data in order to increase reliability and accuracy and to provide context. Structure, context, and cross referencing of data collection were accomplished through the use of time and date information provided by the researcher throughout the collection of raw data. When field notes were reviewed, dates, times, and context were crucial details of the data collection used to appropriately organize data.

Individual names were not part of the final report. Notes taken during observations did not include identifying information of teachers or students. The identities of teachers and students were confidentially maintained. Reporting aggregate data versus delineated, identifiable data protected identity and safety of the subjects. When results were reported, no identifying labels were used. The readers' ability to discern subject identities was removed given the absence of identifying information published anywhere in the data and reports related to the study.

Collected data from observation field notes were kept secure at all times through a password protected laptop and password protected electronic files which safeguarded digital data and subjects' confidentiality. The laptop was kept at the researcher's home, which was locked when the researcher was not present. Paper-based documentation and data were kept in a locked file cabinet when not in use by the researcher.

Audio tapes of the teacher interviews were kept by the researcher for four months over which time the researcher transcribed the notes using headphones and Microsoft Word. Once transcribed, the audio recordings were erased. The transcription was safeguarded in the same way field notes were secured.

6.6 Timeline

April 2013
- Discussion with interventionist and principal's assistant (ROS field-based contacts).
- ROS proposal writing.

May 2013
- ROS proposal writing and submittal to co-chairpersons.
- Revisions of ROS proposal and re-submittal.

June 2013
- ROS submittal to co-chairpersons.
- Revisions of ROS proposal and re-submittal.

August 2013
- Co-chairs inform of IRB and needed revisions (defense postponed).
- ROS proposal writing and IRB process.

September 2013
- ROS proposal writing and IRB process.
- Re-submit proposal to co-chairpersons.

October 2013-July 2014
- Re-write, revise proposal and complete IRB Application.
- Submit and complete IRB Application.

December 2014-April 2015
- Conflict of Interest Plan submitted, pending signature.
- Conflict of Interest Plan approved.

April 2015
- ROS proposal acceptance and defense.
- Intervention with staff during in-service day.

May 2015
- Interview individual subject teachers at target school.
- Coach subject teachers.
- Collect data via observations.
- Meetings with teachers.

May 2015-June 2016
- Data analyses.

June 2016-April 2017
- Report writing.
- Submit report to co-chairpersons and committee members.
- Re-write, revise report.

May 2017
- Submit and defend ROS to committee.

August 2017
- Graduation.

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APPENDIX A

STUDENT DEMOGRAPHICS INFORMATION FOR TARGET SCHOOL

AT TIME OF STUDY

Enrollment by Race/Ethnicity			
Demographic	**Campus**	**District**	**State**
African American	9.7%	9.0%	12.6%
Hispanic	88.3%	89.5%	52.0%
White	1.3%	0.8%	28.9%

Enrollment by Student Characteristics			
Demographic	**Campus**	**District**	**State**
Economically Disadvantaged	90.2%	95.0%	58.8%
English Language Learners	46.3%	37.7%	18.2%
Mobility Rate	2.0%	4.1%	16.9%
Attendance Rate	97.5%	97.2%	95.9%

Student Enrollment by Grade-Level		
Grade-Level	**Student Count**	**Class Size**
Pre-Kindergarten	68	22-23
Kindergarten	64	21-22
Grade 1	69	23
Grade 2	69	23
Grade 3	68	22-23
Grade 4	74	24-25
Grade 5	69	23
Grade 6	68	22-23

APPENDIX B

STAFF DEMOGRAPHICS INFORMATION FOR TARGET SCHOOL

AT TIME OF STUDY

Staff Member Demographics

	White Female	White Male	African American Female	African American Male	Hispanic Female	Hispanic Male
#	9	5	9	4	14	4
%	20%	11%	20%	9%	31%	9%

Staff Member Demographics Totals

	White Total	African American Total	Hispanic Total	Male Total	Female Total
#	14	13	18	13	32
%	31%	29%	40%	29%	71%

Staff Member Ages

Staff Member Ages								
age	**25-29**	**30-34**	**35-39**	**40-44**	**45-49**	**50-54**	**55-59**	**60-65**
#	2	1	6	15	5	6	2	8
%	4.4%	2.2%	13.3%	33.3%	11.1%	13.3%	4.4%	17.7%

Statistical Breakdown of Staff Member Ages

Statistical Breakdown of Staff Member Ages			
Mean	**Median**	**Mode**	**Range**
45	40	40	40

APPENDIX C

TEACHERS' RESPONSES TO QUESTION 1: PERCEPTIONS

1. Students are monitored. Teachers are monitored.
2. Facing forward, hands behind their back (when able to).
3. Not running or talking without permission.
4. Moving as quickly and safely as possible to next designated area.
5. Following all prior directions.
6. Students: Gathering whatever they are working on/Put in desk.
7. Teachers: Gets students attention by direction of the teacher.
8. Students prompted to look forward at attention, then told to listen to communication.
9. Students facing the front with hands behind their backs.
10. Teacher should be facing their students at all times.
11. Everyone behind one another. One behind the other.
12. Quiet.
13. No gaps.
14. Attentive.
15. Students moving directionally at same pace.
16. Teacher visually aware and observant of his/her class.
17. Stopping when necessary to regroup.
18. Make sure teacher is in the classroom.
19. Straight, no gaps, no talking (drew a picture of a stop sign with "No Talking").
20. Attentive to the teacher in charge.
21. One class all in one line together.
22. Quiet.
23. Not touching each other.
24. Maintain silence in order to hear directions.
25. Maintain focus (on teacher expectations).
26. Focus on self (student).
27. Expectations must be clear (teacher).
28. Keep students safe. And to have a smooth transition. But sometimes it's too crowded.
29. Silence. Straight line. Hands still.
30. Facing forward. No gaps.
31. Single-file, quiet, no large gaps.
32. Straight line, not gaps, no talking.
33. Quiet movement.
34. Single-file lines.
35. No gaps.
36. Eyes looking forward.
37. Quiet, orderly.
38. Single-file.
39. Not hurried.
40. Stay in your lane.
41. Get everybody's ATTENTION! before you give a DIRECTION.
42. 1, 2, 3 [picture of eye] on ME.

APPENDIX D

TEACHERS' RESPONSES TO QUESTION 2: OBSTACLES

1. Students don't know why it's important.
2. We need to push kids to follow the school-wide transitioning rules.
3. Need to explain the importance and why.
4. Follow through on expectations or student will not believe consequences.
5. Relaxed teacher supervision of students.
6. Teachers need to supervise students.
7. Teachers need to follow schedules to avoid clusters.
8. Not following schedules.
9. Not implementing procedures.
10. Manage things with a list of procedures prior to office involvement.
11. When other classes don't follow rules, my kids want to do like them (talking or playing).
12. Not being done grade to grade.
13. It is hard to know if it is my class that is talking when another class is talking.
14. Keeping your kids on track when others may not follow.
15. Procedures are not carried over from grade to grade or by class.
16. Not all classes are on the same page.
17. Personal interpretation.
18. Unified front on the part of the teachers.
19. Unified language in giving directions during transition.
20. Not knowing the exact standard operating procedures for transition.
21. Trying to learn the exact SOPs through observation.
22. Need a unified standard expectation.
23. Same rules. Same procedures.
24. Weather.

APPENDIX E

APPROPRIATE LINE TRANSITIONS DESIGNED BY TEACHERS

Establish, Teach and Practice Line Position and Ready Positions
Line position: Eyes forward Hands behind back No talking No playing No touching Single file Straight No gaps *Monitor and Maintain throughout line formation.
Ready positions: Seated: Eyes on teacher, await direction. Standing: Eyes on teacher, stand behind chair.

APPENDIX F

APPROPRIATE TRANSITIONS DESIGNED BY TEACHERS

Appropriate Transitions Designed by Teachers
1. BREAKFAST, BEGINNING OF THE DAY. • No talking while eating, whisper voices after eating. • Students will be dismissed to their classrooms/teachers at 7:40. • Students will stand and walk quietly and keep hands to themselves.
2. LUNCH. • Arrive on time. • Stand on black line, facing front, no talking. • From the main line, five students approach the serving counter. • For water, put down tray, get water before sitting down. • First 15 minutes of lunch is quiet. Last 15 minutes, students may whisper. • At the end: Teachers will call students table-by-table. • Clean area, place trash in can, then line up. • Leave in an orderly fashion.
3. RELEASE, END OF DAY PROCEDURES. • Ten minute warning bell at 2:50. Dismissal at 3:00 (not early, not late: Parents are waiting). • Single-file, line rules (quiet, hands to self, keep up). Walk to assigned area. • Remain in line, watch for parents. • Always tell teacher before going with ride or parent.
4. FIRE DRILL. • Review procedures before day of fire drill. • When fire alarm sounds, stop, look, listen to teacher in room. • Quietly line up, with hands behind back, face forward, no talking. • Exit building, WALK to designated area. • Upon arrival to designated area, students still, quiet, and listening. • Students respond to roll call.
5. VISITORS AND FAMILIAR TEACHERS. • When visitors appear, students don't speak out. • Wave silently.
6. BATHROOM ROUTINE. • Stand in line quietly. Stand in your assigned tile square. • Wait your turn. • Enter/exit quietly. • Come out of bathroom with proper dress code.
7. STOPPING POINTS OR "REGROUPING," IN LINE. • Never expect a long line to travel without stopping and regrouping. • Orderly line starts in class: Never simply say, "Line up." • Students stand up, push in chairs, wait. Excuse students by group, table, or rows. • Hands behind back, facing forward, straight line, no touching. Give first stopping point. • Teacher: Catch up, stop at front. Continue with stopping point, walk, catch up, until arrival.
8. BASIC LINE RULES: HALLS, BETWEEN VENUES, BETWEEN ACTIVITIES, EXITING. • Verbal and non-verbal cues. • Students form straight lines and walk with hands behind their backs. • Face forward. • Move quietly. • No gaps: Keep line tight, keep up, pay attention, stay alert. • No running, touching, or horseplay.

APPENDIX G

BACKGROUND KNOWLEDGE PACKET

Excerpt from *The New Yorker* article by Seabrook (2011):

At certain critical densities, such as occur in a crowd crush, all forms of collective behavior vanish. Shock waves are the result not of collective behavior but of the failure of it. Individuals at the back of a crowd, unable to tell what is happening up ahead, push forward, not realizing that they are injuring the people in the front. Unlike ants and fish and birds, humans haven't evolved the capability to transmit information about the physical dynamics of the crowd across the entire swarm. Ants, for example, are able to communicate within a swarm using pheromones. Ants form complex patterns — We are selfish, whereas ants are profoundly social. We have never evolved a collective intelligence to function in large crowds — We have no way of getting beyond the purely local rules of interaction, as ants can.

Article can be found at
http://www.newyorker.com/magazine/2011/02/07/crush-point (Seabrook, 2011).

Seabrook, J. (2011). Annals of disaster: When large crowds assemble, is there a way to keep them safe? *The New Yorker, 86*(47), 32-38.

BACKGROUND KNOWLEDGE PACKET

Wal-Mart Black Friday Resource Material:

Search online on You Tube for a video of Wal-Mart Black Friday shopping crush, 2008.
https://www.youtube.com

The New Yorker Article: *Crush Point: When Large Crowds Assemble, is There a Way to Keep Them Safe?*
http://www.newyorker.com/magazine/2011/02/07/crush-point

OSHA News Release: *OSHA Cites Wal-Mart Stores Inc. Following Crushing Death of Worker at Long Island, NY Store.*
https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=NEWS_RELEASES&p_id=17960

U.S. Department of Labor Occupational Safety and Health Administration. (2009). *U.S. Labor Department's OSHA cites Wal-Mart Stores, Inc. following crushing death of worker at Long Island, NY store.* Retrieved from U.S. Department of Labor Occupational Safety and Health Administration website: https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=NEWS_RELEASES&p_id=17960

BACKGROUND KNOWLEDGE PACKET

OSHA News Release:

OSHA Regional News Release

U.S. Department of Labor
Office of Public Affairs **Region 2**

https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=NEWS_RELEASES&p_id=17960
09-0556-NEW
May 26, 2009
Contact: Ted Fitzgerald
Phone: 617-565-2074
U.S. Labor Department's OSHA cites Wal-Mart Stores, Inc. following crushing death of worker at Long Island, NY store

WESTBURY, NY. The U.S. Department of Labor's Occupational Safety and Health Administration (OSHA) has cited Wal-Mart Stores Inc. for inadequate crowd management following the Nov. 28, 2008, death of an employee at its Valley Stream, NY store. The worker died of asphyxiation after he was knocked to the ground and trampled by a crowd of about 2,000 shoppers who surged into the store for its annual "Blitz Friday" pre-holiday sales event.

OSHA's inspection found that the store's employees were exposed to being crushed by the crowd due to the store's failure to implement reasonable and effective crowd management principles. This failure includes providing employees with the necessary training and tools to safely manage the large crowd of shoppers.

"This was an unusual situation, but not an unforeseen one," said Anthony Ciuffo, OSHA's acting area director for Long Island. "The store should have recognized, based on prior 'Blitz Friday' experiences, the need to implement effective crowd management to protect its employees."

As a result, OSHA has issued Wal-Mart one serious citation under its general duty clause for exposing workers to the recognized hazard of being crushed by the crowd. The citation carries a proposed fine of $7,000, the maximum penalty amount for a serious violation allowed under the law. OSHA issues serious citations when death or serious physical harm is likely to result from hazards about which the employer knew or should have known.

"Effective planning and crowd management could have prevented this incident and its grave consequences," said Robert Kulick, OSHA's regional administrator in New York. "Wal-Mart must now take steps to ensure that a situation such as this one never happens again."

Wal-Mart has 15 business days from receipt of its citations and proposed penalties to comply, participate in an informal conference with the OSHA area director, or contest the citations before the independent Occupational Safety and Health Review Commission. The inspection was conducted by OSHA's Long Island Area Office in Westbury, NY; telephone 516-334-3344.

Under the Occupational Safety and Health Act of 1970, employers are responsible for providing a safe and healthy workplace for their employees. OSHA's role is to promote the safety and health of America's working men and women by setting and enforcing standards; providing training, outreach and education; establishing partnerships; and encouraging continual process improvement in workplace safety and health. OSHA encourages effective safety and health management systems as a means by which employers and employees can work together to identify and eliminate work-related hazards. For more information, visit www.osha.gov.

BACKGROUND KNOWLEDGE PACKET

Excerpt from Dorn (2014) article:

Safety & Security (Prepare and Be Aware) Fire Safe Schools, By Michael Dorn**,** April 2014

Avoiding Disaster. Currently, words like "school safety" conjure up thoughts of violence. But another, very important, component of school safety involves fire prevention. The best defense against injury or possible loss of life lies in a strong fire prevention and life safety program. The program must include a fire inspection program supported by a culture of safety, empowerment, and a research-based drill approach. That, combined with prevention training, warning systems and research-based drill processes, can considerably reduce the potential for mass casualty loss of life.

Fire can occur in a school building at any time. Though we have been spared any mass-casualty school fires in the United States since 1958, there have been some very close near misses. In one recent incident, fire officials felt that more than 2,000 staff and students were almost killed in a school fire.

Though fire codes and technologies have improved dramatically, it is reckless to presume that mass-casualty school fires are a thing of the past. This is especially true when we consider that fire has repeatedly been used as a weapon for school attacks in the United States and abroad. A 1958 school attack killed more students and staff than every K-12 active-shooter incident in the United States from 1998 to the time of this writing — Combined.

By combining an effective fire inspection process, fire prevention training, robust fire prevention, suppression and warning systems with research-based drill processes, the potential for mass casualty loss of life can be reduced considerably. Research also indicates that a truly effective approach to fire safety can help schools reduce the risks of death from active-shooter situations and the more common types of school crisis events that claim far more lives.

Dorn, M. (2014). Safety and security (prepare and be aware): Fire safe schools. *School Planning and Management, 53*(6), 2-6.

BACKGROUND KNOWLEDGE PACKET

Single-File Lines

Why walk in a single-file line? Why *walk, don't run*?
Why do we abide by: WALK, DON'T RUN?
Why do we want SINGLE-FILE LINES?

Top experts including Dr. Gary Klein (1999), author of *Sources of Power: How People Make Decisions*, Gavin De Becker (1999), author of *The Gift of Fear and Other Survival Signals that Protect us From Violence*, and Amanda Ripley (2008), author of *The Unthinkable: Who Survives Disasters — and Why*, demonstrate that ***people often can and do perform amazingly well under life and death conditions — When they are properly prepared***.

The problem is, people can easily and inadvertently be predisposed to function poorly in emergencies if the hard-learned lessons of time are ignored. For example, in the extensive research for a new book *Staying Alive: How to Act Fast and Survive Deadly Encounters*, researchers found that decades of fire science research demonstrates that **it is extremely dangerous for groups of people to try to run through the same exit pathways inside buildings during an emergency. When groups of people run inside buildings, they may jam exit doorways, slowing evacuations and sometimes causing additional deaths by trampling** [emphasis added]. Six hundred people died in this manner in the Iroquois Theater fire in Chicago. Several current active-shooter response training programs teach students and staff to run when they hear the sound of gunfire, in direct conflict with this large body of research (Dorn, M., Shepherd, Satterly, & Dorn, C., 2014).

BACKGROUND KNOWLEDGE PACKET

Walk, Don't Run.

How about easily and intentionally predisposing people to function great in emergencies by not ignoring hard-learned lessons of time? *Walk don't run*.

How does this concept relate to having a GO TO action throughout school? Do you see how orderly movement of students throughout the campus can save lives?

What do you think of the concept of fight, flight, or freeze? Some may freeze! We can use this fact to lead our kids to safety. If they look to you immediately and listen for instructions immediately, you can save their lives. When seconds matter, it pays to be ready to transport students in an orderly fashion.

We can practice safe movement of students all day, every day while THERE IS NOT AN EMERGENCY in order to condition ourselves to lead kids when there IS A REAL EMERGENCY.

Students must learn this and have it as their continual habit in order for it to take effect in an emergency.

APPENDIX H

PEER-TEACHING GROUP ACTIVITY CHOICES

See Background Packet Material for references mentioned in each activity.
Activity: Video Presentation • Use video clips to give a lesson on the dangers of crowd crush. • Use the Background Material Packet: Wal-Mart Black Friday Resource Material. • Relate the dangers of crowd crush to school situations.
Activity: Physical Activity on Playground, Field, or in Gym • Teach a physical activity related to appropriate student transitions. • Use active teaching strategies for the lesson: Be active and encourage others to be active.
Activity: Use Art to Teach • Use art to teach about appropriate student transitions: No limits in material. • Consider illustrating before and after scenarios or other comparison concepts. • Consider having the audience use art, as well.
Activity: Puppetry • Use puppets to act out not knowing what to do, but using creativity to make choices. • Consider how experts use creativity and experience to make sense of unknown situations. • Use Dorn's (2014) article and *Recognition Primed Decision-Making* information as resources. • Emphasize danger of groups running indoors.
Activity: Act it Out • Use *Recognition Primed Decision-Making* information from the Background Material Packet. • Act out scenario for Variation 1: Decision-maker knows scenario and course of action.
Activity: Poster-Making • Use posters: Show novice reactions and expert reactions in the decision-making process. • Use *Recognition Primed Decision-Making* information from the Background Material Packet. • Consider experienced versus inexperienced decision-makers.
Activity: Literature Connection • Use a book in which an unusual circumstance was managed with a known solution. • Find a scenario in which the character lacks knowledge, but uses experience. • Use *Recognition Primed Decision-Making* information from the Background Material Packet.
Activity: PowerPoint Presentation Using Google Images • Read the excerpt from *Crush Point* article from the Background Material Packet. • Consider ant and bee crowd control and compare it to human crowd control. • Emphasize the need for leadership when moving as a large group. • Make a PowerPoint presentation using Google Images to illustrate.
Activity: Writing • Write the ABCs of appropriate transitioning behaviors. • Be creative with presenting or have the group add to your creation.
Activity: Music • Use music to demonstrate transition cues. • Try to show more than one music cue.
Activity: Create an Advertisement or Cheer • Use advertising to teach about appropriate transitioning behavior. • Use signs, chants, or other advertising methods.

PEER-TEACHING GROUP ACTIVITY CHOICES

Peer-Teaching Group Activity Choices, Supporting Citations
Activity: Video Presentation. • Darling-Hammond, 1994. • Berkowitz, 2011. • Gibson & Brooks, 2012.
Activity: Physical Activity on Playground, Field, or in Gym. • Wolfe, 2001. • Jensen, 2001, 2008. • Sylwester, 1995.
Activity: Use Art to Teach. • Gardiner, Fox, Knowles, & Jeffrey, 1996. • Gardner, 2011. • Jensen, 2001.
Activity: Puppetry. • Sprenger, 1999. • Evertson & Neal, 2006. • Tate, 2012.
Activity: Act it Out. • Jensen, 2000. • Ogle, 2000. • McLaughlin & Vogt, 2000.
Activity: Poster-Making. • Jensen, 1996. • Ogle, 2000. • Tate, 2012.
Activity: Literature Connection. • Marzano, Pickering, & Pollack, 2001. • Gregory & Chapman, 2012. • Hoerr, 2000.
Activity: PowerPoint Presentation Using Google Images. • Darling-Hammond, 1994. • Berkowitz, 2011. • Gibson & Brooks, 2012.
Activity: Writing. • Gregory & Chapman, 2012. • Bromley, Irwin-DeVitis, & Modlo, 1995. • Tate, 2012.
Activity: Music. • Sprenger, 1999. • Murray-Johnson, 2015.
Create an Advertisement or Cheer. • Gregory & Chapman, 2012. • Wolfe, 2001. • Goodwin & Miller, 2012.

APPENDIX I

QUALITATIVE DATA COLLECTION INSTRUMENT

Qualitative Data Collection Instrument for Observations					
Contextual Information					
Start and Stop Times	Teacher	Activity	Location	Anecdotal Notes	
				Teacher Cue	Student Action

QUALITATIVE DATA COLLECTION INSTRUMENT

Qualitative Data Collection Instrument for Semi-Structured Discussions		
Date:	Beginning and ending times:	Number of teachers present:
1. What are teachers' perceptions of appropriate transitioning behavior pre- and post-intervention?		
2. What are teachers' perceived obstacles to incorporating campus-wide transitioning behavior pre- and post-intervention?		
Comments, details, observations, and anecdotal notes:		

APPENDIX J

BEGINNING OF CLASS: PRE- AND POST-INTERVENTION DATA

TB: Teacher Actions, Beginning of Class
SB: Student Actions, Beginning of Class

Quantitative Data Collection Instrument: Beginning of Class, Pre-Intervention, Teachers				
Code	**Teacher Actions**	**Occurrences**	**Non-Occurrences**	**Observations**
TB1	**Receive** students from line formation.	6	2	8
TB2	**Signal** students to listen for instructions.	4	4	8
TB3	**Pause** (a few seconds) to assure readiness.	4	4	8
TB4	**Give instruction** for upcoming activity. **Assign** materials and work areas.	5	3	8
TB5	**Pause** to assure readiness.	4	4	8
TB6	**Signal** students, get materials and go to work areas.	5	4	8
TB7	**Pause** to assure readiness.	4	4	8
TB8	**Signal** students to begin activity.	5	3	8
TB9	**Walk** around, **check**, **help**, and **answer** questions.	4	4	8
	Number of discrete actions observed, pre-intervention:	41	32	72
Quantitative Data Collection Instrument: Beginning of Class, Post-Intervention, Teachers				
TB1	**Receive** students from line formation.	8	2	10
TB2	**Signal** students to listen for instructions.	8	2	10
TB3	**Pause** (a few seconds) to assure readiness.	7	3	10
TB4	**Give instruction** for upcoming activity. **Assign** materials and work areas.	7	3	10
TB5	**Pause** to assure readiness.	7	3	10
TB6	**Signal** students, get materials and go to work areas.	9	1	10
TB7	**Pause** to assure readiness.	8	2	10
TB8	**Signal** students to begin activity.	8	2	10
TB9	**Walk** around, **check**, **help**, and **answer** questions.	6	4	10
	Number of discrete actions observed, post-intervention:	68	22	90

Quantitative Data Collection Instrument: Beginning of Class, Pre-Intervention, Students				
Code	**Student Actions**	**Occurrences**	**Non-Occurrences**	**Observations**
SB1	Maintain *LINE POSITION*.	6	2	8
SB2	Listen.	4	4	8
SB3	Wait.	4	4	8
SB4	Listen to instruction.	4	4	8
SB5	Wait.	5	3	8
SB6	Get materials; go to work area.	6	2	8
SB7	Wait.	4	4	8
SB8	Engage in activity.	5	3	8
SB9	Raise hand for assistance from teacher.	5	3	8
	Number of discrete actions observed, pre-intervention:	43	29	72
Quantitative Data Collection Instrument: Beginning of Class, Post-Intervention, Students				
SB1	Maintain *LINE POSITION*.	8	2	10
SB2	Listen.	7	3	10
SB3	Wait.	8	2	10
SB4	Listen to instruction.	8	2	10
SB5	Wait.	8	2	10
SB6	Get materials; go to work area.	9	1	10
SB7	Wait.	7	3	10
SB8	Engage in activity.	9	1	10
SB9	Raise hand for assistance from teacher.	7	3	10
	Number of discrete actions observed, post-intervention:	71	19	90

APPENDIX K

BETWEEN CLASSROOM ACTIVITIES, PRE- AND POST-INTERVENTION DATA

TA: Teacher Actions, Between Activities
SA: Student Actions, Between Activities

Quantitative Data Collection Instrument: Between Classroom Activities, Pre-Intervention, Teachers				
Code	**Teacher Actions**	**Occurrences**	**Non-Occurrences**	**Total Observations**
TA1	**Signal** students: Stop current activity, listen to instruct.	5	1	6
TA2	**Pause** to assure readiness.	3	3	6
TA3	**Instruct** end activity, clear, return supplies, *READY POSITION*.	4	2	6
TA4	**Pause** to assure readiness.	4	2	6
TA5	**Signal** students, clear area, return supplies, *READY POSITION*.	4	2	6
TA6	**Pause** to assure readiness.	3	3	6
TA7	**Instruct** next activity. **Assign** materials and areas.	2	4	6
TA8	**Pause** to assure readiness.	2	4	6
TA9	**Signal** students to get materials and go to work areas.	4	2	6
TA10	**Pause** to assure readiness.	3	3	6
TA11	**Signal** students to begin activity.	4	2	6
TA12	**Walk** around, **check**, **help**, and **answer** questions.	3	3	6
	Number of discrete actions observed:	41	31	72
Quantitative Data Collection Instrument: Between Classroom Activities, Post-Intervention, Teachers				
TA1	**Signal** students: Stop current activity, listen to instruct.	8	2	10
TA2	**Pause** to assure readiness.	7	3	10
TA3	**Instruct** end activity, clear, return supplies, *READY POSITION*.	7	3	10
TA4	**Pause** to assure readiness.	7	3	10
TA5	**Signal** students, clear area, return supplies, *READY POSITION*.	7	3	10
TA6	**Pause** to assure readiness.	7	3	10
TA7	**Instruction** next activity. **Assign** materials and areas.	8	2	10
TA8	**Pause** to assure readiness.	7	3	10
TA9	**Signal** students to get materials and go to work areas.	7	3	10
TA10	**Pause** to assure readiness.	7	3	10
TA11	**Signal** students to begin activity.	9	1	10
TA12	**Walk** around, **check**, **help**, and **answer** questions.	7	3	10
	Number of discrete actions observed:	88	32	120

Quantitative Data Collection Instrument: Between Classroom Activities, Pre-Intervention, Students				
Code	**Student Actions**	**Occurrences**	**Non-Occurrences**	**Total Observations**
SA1	Stop and listen.	5	1	6
SA2	Wait.	3	3	6
SA3	Listen to instruction.	5	1	6
SA4	Wait.	4	2	6
SA5	Clear area, return supplies, and return to *READY POSITION*.	4	2	6
SA6	Wait.	3	3	6
SA7	Listen to instruction.	3	3	6
SA8	Wait.	3	3	6
SA9	Get materials, *go* to work area.	5	1	6
SA10	Wait.	3	3	6
SA11	Engage in activity.	4	2	6
SA12	Raise hand for assistance from teacher.	4	2	6
	Number of discrete actions observed:	46	26	72
Quantitative Data Collection Instrument: Between Classroom Activities, Post-Intervention, Students				
SA1	Stop and listen.	7	3	10
SA2	Wait.	7	3	10
SA3	Listen to instruction.	8	2	10
SA4	Wait.	7	3	10
SA5	Clear area, return supplies, and return to *READY POSITION*.	8	2	10
SA6	Wait.	7	3	10
SA7	Listen to instruction.	6	4	10
SA8	Wait.	5	5	10
SA9	Get materials, go to work area.	8	2	10
SA10	Wait.	7	3	10
SA11	Engage in activity.	8	2	10
SA12	Raise hand for assistance from teacher.	6	4	10
	Number of discrete actions observed:	84	36	120

APPENDIX L

DEPARTURE FROM CLASSROOM, PRE- AND POST-INTERVENTION DATA

TD: Teacher Actions, Departure From Classroom
SD: Student Actions, Departure From Classroom

Quantitative Data Collection Instrument: Departure From Classroom, Pre-Intervention, Teachers				
Code	**Teacher Actions**	**Occurrences**	**Non-Occurrences**	**Total Observations**
TD1	**Signal,** stop current activity and listen for instructions.	4	5	9
TD2	**Pause** to assure readiness.	3	6	9
TD3	**Instruct,** end activity, clear, return supplies, *READY*.	4	5	9
TD4	**Signal**, Clear area, return supplies. Return to *READY*.	4	5	9
TD5	**Pause** to assure readiness.	5	4	9
TD6	**Instruct** next activity: Gather and pack up materials.	6	3	9
TD7	**Signal** students: Gather, pack materials.	6	3	9
TD8	**Pause** to assure readiness.	4	5	9
TD9	**Signal,** stand up, push in chair, and stand behind chair.	3	6	9
TD10	**Pause** (a few seconds) to assure readiness.	3	6	9
TD11	**Signal** rows to *LINE POSITION*.	6	3	9
TD12	**Pause** (a few seconds) to assure readiness.	6	3	9
	Number of discrete actions observed:	54	54	108
Quantitative Data Collection Instrument: Departure From Classroom, Post-Intervention, Teachers				
TD1	**Signal,** stop current activity and listen for instructions.	5	1	6
TD2	**Pause** to assure readiness.	5	1	6
TD3	**Instruct,** end activity, clear, return supplies, *READY*.	5	1	6
TD4	**Signal**, Clear area, return supplies. Return to *READY*.	5	1	6
TD5	**Pause** to assure readiness.	4	2	6
TD6	**Instruct** next activity: Gather and pack up materials.	5	1	6
TD7	**Signal** students: Gather, pack materials.	4	2	6
TD8	**Pause** to assure readiness.	4	2	6
TD9	**Signal,** stand up, push in chair, and stand behind chair.	5	1	6
TD10	**Pause** (a few seconds) to assure readiness.	4	2	6
TD11	**Signal** rows to *LINE POSITION*.	5	1	6
TD12	**Pause** (a few seconds) to assure readiness.	6	0	6
	Number of discrete actions observed:	57	15	72

Quantitative Data Collection Instrument: Departure From Classroom, Pre-Intervention, Students				
Code	**Student Actions**	**Occurrences**	**Non-Occurrences**	**Total Observations**
SD1	Stop and listen.	2	7	9
SD2	Wait.	1	8	9
SD3	Listen to instruction.	2	7	9
SD4	Clear area, supplies, return to *READY*.	2	2	9
SD5	Wait.	0	9	9
SD6	Listen to instruction.	2	7	9
SD7	Gather and pack up materials.	2	7	9
SD8	Listen.	2	7	9
SD9	Stand up, stand behind chair.	1	8	9
SD10	Stand in *READY POSITION*.	1	8	9
SD11	*LINE POSITION* when called and wait.	1	8	9
SD12	Wait.	1	8	9
	Number of discrete actions observed:	17	91	108
Quantitative Data Collection Instrument: Departure From Classroom, Post-Intervention, Students				
SD1	Stop and listen.	4	2	6
SD2	Wait.	4	2	6
SD3	Listen to instruction.	4	2	6
SD4	Clear area, supplies, return to *READY*.	5	1	6
SD5	Wait.	4	2	6
SD6	Listen to instruction.	4	2	6
SD7	Gather and pack up materials.	5	1	6
SD8	Listen.	4	2	6
SD9	Stand up, stand behind chair.	5	1	6
SD10	Stand in *READY POSITION*.	5	1	6
SD11	*LINE POSITION* when called and wait.	5	1	6
SD12	Wait.	5	1	6
	Number of discrete actions observed:	54	18	72

APPENDIX M

WALKING IN A LINE: PRE- AND POST-INTERVENTION DATA

TL: Teacher Actions, Walking in a Line
SL: Student Actions, Walking in a Line

Quantitative Data Collection Instrument: Walking in a Line, Pre-Intervention, Teachers				
Code	**Teacher Actions**	**Occurrences**	**Non-Occurrences**	**Total Observations**
TL1	**Give instruction** to first stop point.	4	5	9
TL2	**Signal** students to proceed to first stop.	4	5	9
TL3	**Monitor line**: Students must always be in view.	6	3	9
TL4	**Give instruction** to next stop point.	4	5	9
TL5	**Signal** to walk to next stop point.	4	5	9
TL6	Continue to **instruct**, **signal**, **monitor**, and **stop.**	6	3	9
TL7	**Assure** line formation upon arrival.	5	4	9
TL8	**Assure** receiving teacher assumes responsibility.	7	2	9
	Number of discrete actions observed:	40	32	72
Quantitative Data Collection Instrument: Walking in a Line, Post-Intervention, Teachers				
TL1	**Give instruction** to first stop point.	16	4	20
TL2	**Signal** students to proceed to first stop.	16	4	20
TL3	**Monitor line**: Students must always be in view.	18	2	20
TL4	**Give instruction** to next stop point.	14	6	20
TL5	**Signal** to walk to next stop point.	14	6	20
TL6	Continue to **instruct**, **signal**, **monitor**, and **stop.**	14	6	20
TL7	**Assure** line formation upon arrival.	15	5	20
TL8	**Assure** receiving teacher assumes responsibility.	16	4	20
	Number of discrete actions observed:	123	37	160

Quantitative Data Collection Instrument: Walking in a Line, Pre-Intervention, Students				
Code	**Student Actions**	**Occurrences**	**Non-Occurrences**	**Total Observations**
SL1	Listen for first stop point.	4	5	9
SL2	Proceed to first stop point and stop.	4	5	9
SL3	Stay in view of teacher at all times.	8	1	9
SL4	Listen for next stop point.	5	4	9
SL5	Walk to next stop point and stop.	5	4	9
SL6	Continue to listen, walk, and stop as instructed.	6	3	9
SL7	Maintain *LINE POSITION* upon arrival.	6	3	9
SL8	At new venue: Wait, listen for instruction.	7	2	9
	Number of discrete actions observed:	45	27	72
Quantitative Data Collection Instrument: Walking in a Line, Post-Intervention, Students				
SL1	Listen for first stop point.	14	6	20
SL2	Proceed to first stop point and stop.	14	6	20
SL3	Stay in view of teacher at all times.	17	3	20
SL4	Listen for next stop point.	14	6	20
SL5	Walk to next stop point and stop.	14	6	20
SL6	Continue to listen, walk, stop as instructed.	13	7	20
SL7	Maintain *LINE POSITION* upon arrival.	13	7	20
SL8	At new venue: Wait, listen for instruction.	14	6	20
	Number of discrete actions observed:	113	47	160

APPENDIX N

ARTIFACTS, PEER-TEACHING ACTIVITY CHOICE: VIDEO

- Use video clips to give a lesson on the dangers of crowd crush.
- Use the Background Material Packet: Wal-Mart Black Friday Resource Material.
- Relate the dangers of crowd crush to school situations.

Presenter One stated, "As you can see … an employee at Wal-Mart lost his life in an accident on Black Friday. We are going to detail the events and we need *your* help to relate it to the classroom and what could have been done differently in order to save his life. With all the people outside the barriers, something happened that made it worse: An employee let his family in early. How can we relate this to the classroom?" A participant finally responded, "Special permission given to one child to do something and that's not the procedure and things fall apart," to which someone responded, "Staff kids!" and then someone else, "Uh, yeah!"

Presenters described this as an uncomfortable moment in the training. One in nine teachers had a child enrolled at the target school at the time of the study. The comment revealed a possible negativity which is beyond the scope of this study, but the dynamics of the presentation were interesting as they related to the real-world application that was occurring during the presentation. Rapport with the teacher-learners could have been gained through effective transitions between activities. The Wal-Mart crowd crush topic was a particularly somber topic. A transition, either by the researcher or the participants, could have possibly made the segue smoother.

ARTIFACTS, PEER-TEACHING ACTIVITY CHOICE:

WAL-MART CRUSH INCIDENT PRESENTATION

One of the more serious and grim topics presented during the peer-teaching activities included pictures and discussion related to a Wal-Mart holiday sale in which people were trampled. The topic was included in the activity to provide a forum in which teachers could consider the importance of walking in single-file lines as recommended by fire safety experts who agree that mass injury and loss of life are much more likely to occur when groups of people begin pushing or panicking, then running during evacuations or other group movement (Dorn, 2014; Dorn et al., 2014; Fruin, 2007; Keith, 2014). Comparing the Wal-Mart crush incident and the concept of orderly school transitions may seem stark, but there are transferrable lessons to be learned from the comparison.

Analysis of the teacher presenters' delivery of their peer-teaching activity provided interesting details about the effective use of transition. When asked about their experience with the difficult topic, the presenters' statements were instructive:

- "When we began to present, people were still talking and laughing."
- "I interpreted the laughing as disregard for the seriousness of the content."
- "The topic shifted, but the mood of the participants had not shifted."
- "When the mood changed, it was time to transition appropriately to darker, more serious subject matter, but that transition did not happen right away."
- "After a couple of minutes, the seriousness of the presentation began to soak in and the audience members were more attentive."

The team discussed the lack of interaction between the participants and the material itself and the difficulty they had in getting the audience to participate. The team felt uncomfortable when there was silence when some serious scenarios were presented for response and discussion. The participation was sparse. One presenter stated, "Some comments seemed to reveal tension. No one quarreled. The statements were low key. Also the silence was difficult."

The researcher reviewed the transcript from the team's presentation. The presenting team's first challenge was to get the audience engaged in a serious, somber topic after the participants had just been engaged in fun and amusing activities. In order to present such a contrasting topic, for future trainings, the researcher could help set the scene and demonstrate transitioning for a change of mood in the classroom. Based upon the team's discussion, the presenters and the researcher agreed that a planned transition would render a better outcome.

ARTIFACTS, PEER-TEACHING ACTIVITY CHOICE: WRITING

- **Write the ABCs of appropriate transitioning behaviors.**
- **Be creative with presenting or have the group add to your creation.**

Astounding Alphabetically Ascending Alliterations of Assembly
The Brochure of Best Basics

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa	**A**ligned, **a**rticulated, **a**ctions, **a**rrangements, **a**nd **a**pproaches.
Bb	**B**ehold, **b**etter **b**oundaries **b**y **b**est **b**earings.
Cc	**C**ollectively **c**ourteous, **c**onsistent, and **c**onsiderate **c**onduct.
Dd	**D**eliberately **d**esigned **d**irections for **d**eemed **d**estinations.
Ee	**E**specially **e**stablished **e**xcellent **e**xecutions of **e**ssential **e**xchange.
Ff	**F**irst and **f**oremost, **f**ollow **f**antastic **f**amiliar **f**eatures and **f**low.
Gg	**G**uided **g**roup **g**atherings and **g**etaways **g**oing **g**reat.
Hh	**H**abitual **h**orse playing is **h**orrible and **h**aphazard.
Ii	**I**ntentionally **i**ntuitive and **i**nterestingly **i**deal **i**tinerary **i**deas.
Jj	**J**oyously **j**ourneying, **j**udiciously **j**aunting.
Kk	**K**een **k**ids **k**now the **K**ey to **k**indly **k**eeping up.
Ll	**L**ean on **l**asting **l**evel **l**ine **l**anguage **l**eadership.
Mm	**M**anagement of **m**ainly **m**ethodical **m**ovement, **m**anner, and **m**erger.
Nn	**N**ext **n**ew **n**orm **n**ecessitated **n**ow.
Oo	**O**rganized, **o**bservant, and **o**rchestrated.
Pp	**P**rogress in **p**lanned, **p**urposeful **p**assages, **p**rocessions and **p**rocedures.
Qq	**Q**uintessential, **q**uick, **q**uiet, **q**uality **q**uest.
Rr	**R**ealize **r**outinely **r**esponsible, **r**egularly **r**egimented **r**outing **r**ules.
Ss	**S**mooth, **s**ensible, **s**trategically **s**afe **s**upervised **s**egue **s**ystems of **s**tride.
Tt	**T**rained **t**actful **t**ransition **t**actics and **t**echniques.
Uu	**U**ndergo **u**nusually **u**nited **u**ndertakings **u**sing **u**tmost **u**tility.
Vv	**V**igilant **v**oyage **v**ia **v**erified, **v**alued **v**iews and **v**istas.
Ww	**W**atchful **w**orthy **w**alking, **w**ithout **w**andering.
Xx	e**X**ceptionally e**X**cellent e**X**act e**X**cursions.
Yy	**Y**es! **Y**ea! Un**y**ielding **Y**eoman's **y**earning.
Zz	**Z**illions of **z**estful, **z**ealots. **Z**ero **z**oo **z**anies.

ARTIFACTS, PEER-TEACHING ACTIVITY: POWERPOINT

- **Consider ant and bee crowd control and compare it to human crowd control.**
- **Emphasize the need for leadership when moving as a large group.**
- **Make a PowerPoint presentation using Google Images to illustrate.**

 	**From Chaos to Discipline, Through Explicit Training and Procedures.** **Slide 1**
  	**Children as we Know Them** **Slide 2**
 	**No Order, No Safety** **Slide 3**
Crowd Control  And NO gaps!!!  Carrying their assignments  	**Constructing Order** **Slide 4**
 Parade Rest  	**Orderly, Safe Transition** **Slide 5**

ARTIFACTS, PEER-TEACHING ACTIVITY CHOICE:

CREATE AN ADVERTISEMENT OR CHEER

- **Use advertising to teach about appropriate transitioning behavior.**
- **Use signs, chants, or other advertising methods.**

WISE OWLS CHEER
W alk quietly
I n one line
S upervised
E veryone at every time
O rderly
W atch in front of you
L earn to be wise
S marter by the choices you can do
Wise Owls, Wise Owls, Yea!

ARTIFACTS, PEER-TEACHING ACTIVITY CHOICE:

USE GRAPHIC ART

- **Use art to teach about appropriate student transitions.**
- **Use the Background Material Packet to get ideas for the lesson.**
- **Consider illustrating before and after scenarios or other comparison concept.**
- **Be creative.**
- **Consider having the audience use art, as well.**
- **There are no limits in material or technology.**

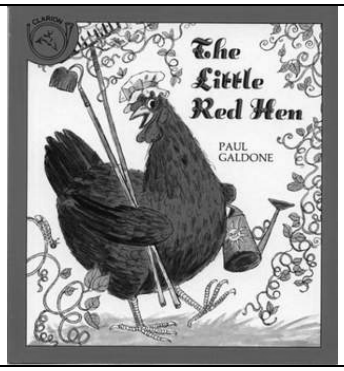
Art Talk:
Art teacher and other artistic teacher have two large drawings on chart paper. [A participant asked, "Do you need a holder?" "Yes!" Participant went up on stage to help].
First drawing description: "This chart shows the art teacher teaching and students are sitting at the table. Then the fire alarm goes off. 'Ring!' Then students are scrambling all over. This is not desirable."

Second drawing description: "This picture shows a 'Fire Drill,' as well, but it goes much smoother. The teacher is teaching. The students are at tables. The fire alarm rings and students are walking in an orderly fashion on the stairs and the teacher is saying, 'Good job!' Then it shows students with hands behind their backs and teacher taking roll at fire drill. This one is a huge improvement."

ARTIFACTS, PEER-TEACHING ACTIVITY CHOICE:

LITERATURE CONNECTION

- Present a children's book in which an unusual or unfamiliar circumstance was managed with a known solution.
- Try to find a scenario about which the character lacks knowledge, but is able to swiftly find an accurate and effective strategy based upon previous experience.
- Use the "How to Teach a Routine" information from the Background Material Packet as a resource.



Presenter 1:"We are using a book to help teach decision-making."
Presenter 2: "Decision-making comes into play when we are transitioning students in various situations in which students may need to be coaxed or helped to see the benefits of following instructions."
Presenter 3: I will read the book, *The Little Red Hen.*
Presenter 4: "How would the story have been different if the characters had wanted to help?"
Presenter 1: "How would that change the story? How would it change the whole scenario of the story?"

Participant responses:
"They would have all sat down happily to eat the bread."
"Monkey see. Monkey do."
"Good behavior encourages good behavior."
"When one student, maybe a strong student, makes a decision to do something, whether it's negative or positive, the rest of the class follows in that behavior."
"To say, 'Not I. Not I,' as the friends did in the story can be a strong deterrent."
"I would talk to the 'cat' out in the hall and explain to him that this is a really fun thing and he is a leader and if he tried it, other students would probably want to do it, as well."
"Incentive. They needed incentive."
"She should have told them about the rewards of the bread."
"They'd all get the reward for what they'd done."

Presenter 2: "So this is how you can use literature in the classroom on decision-making. You could use books like, *The Boy Who Cried Wolf, The Ant and the Grasshopper*, and *Three Little Kittens*. Can you think of any other books that may be good lessons?"
Participant responses:
Bernstein Bears.
Seven Spools of Thread.
Stone Soup.

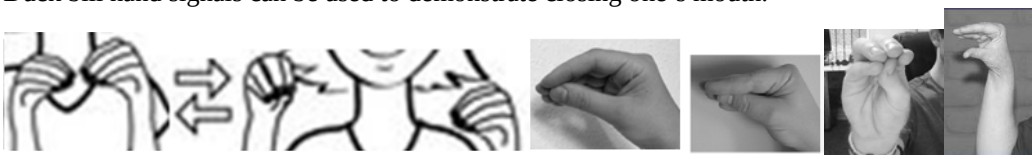
Presenter 3: "You can always find a book to teach a lesson."

ARTIFACTS, PEER-TEACHING ACTIVITY CHOICE:

HANDOUT, GOOGLE IMAGES

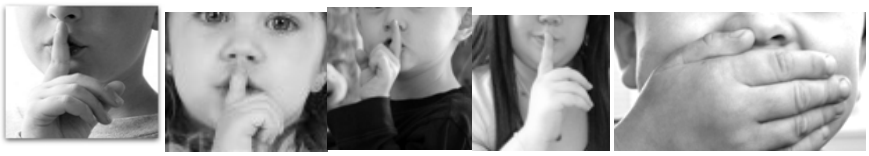
Hand signals and other gestures can be used with students in many different ways. Many teachers do the gestures and teach students to respond with the same gestures as a way to confirm understanding or attention.

Duck bill hand signals can be used to demonstrate closing one's mouth:



Putting a bubble in the mouth is a fun way to encourage younger students not to talk in line:

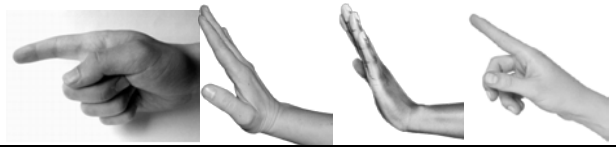
The "shh" gesture or hand over the mouth can be used as signals to listen or to be quiet:



Thumbs-up or the okay signal can be used as silent cues to show approval or to confirm students' attention:

Some teachers use a "Give me Five" signal with students:

Pointing and other hand signals can be used as effective cues for student:



APPENDIX O

SYMBOLS AND COLOR CODING APPLIED TO CODE CATEGORIES

#	Descriptive Codes	Symbols	Colors
1.	Confusion, hurrying, difficulty.	≈	Lime marker.
2.	Raised hand vs speaking out.	☺☹	Blue marker.
3.	Teacher walking vs teacher sitting.	🡅🡇	Yellow highlighter
4.	Rude (hostile, mean, sarcastic).	rude	Red marker.
5.	Courteous, thank you.	thx, courteous	Pink highlighter.
6.	Praise.	heart symbol	Red marker.
7.	Working, diligent, engaged.	no symbol	Purple highlighter.
8.	Anticipation.	A for anticipate	Lime marker.
9.	Expectation.	E for expect	Lime marker.
10.	Inappropriate celebration, or moaning.	celebrate, moan	Purple marker.
11.	Loud.	≈	Purple marker.
12.	Disruptive.	☒	Purple marker.
13.	Gestures, cues.	Write “cue”	Green marker.
14.	Cooperation (working in groups).	Write “coop”	Green highlighter.
15.	Shh, yelling, arguing, negativity.	⊗	Orange highlighter.
16.	Locations: bathroom, cafe, class, line end.	circle each location	Red ballpoint pen.
17.	Line monitor.	¶¶	Brown pencil.
18.	Stand, push in chair, wait. Orderly line by rows.	circle each action	Purple pen.
19.	Line walking (not running).	➔	Turquoise marker.
20.	Facing forward.	FF	Turquoise marker.
21.	Hands behind back.	Hands	Turquoise marker.
22.	No gaps or dawdling.	Gaps = +, no gaps = –	Turquoise marker.
23.	No talking.	“No talk”	Turquoise marker.
24.	Teacher position.	🡄➔	Turquoise marker.
25.	Stopping points.	☐	Red pencil.
26.	No playing, sneak.	“No play”	Turquoise marker.
27.	No touching.	“No touch”	Turquoise marker.
28.	No high fives.	“No high 5”	Turquoise marker.
29.	Single-file.	①	Turquoise marker.
30.	Orderly.	“Order”	Turquoise marker.
31.	Straight.	“Straight”	Turquoise marker.
32.	Square.	☐	Turquoise marker.
33.	Attention or listening.	“Listen”	Turquoise marker.
34.	When unsure of how to code, use gray.	❍ or ?	Gray pencil.

APPENDIX P

260 CODES SORTED INTO 132 CATEGORIES

1, 2, 3 [picture of eye] on me.	1
At attention, attentive.	5
Attention.	1
Avoid clusters.	1
Bump.	1
Catch up, keep up.	4
Check, help, monitor.	3
Classes don't follow rules.	5
Consequences.	1
Consistency.	4
Cooperate.	1
Dawdling.	1
Direction.	1
Dismissal.	3
Ensure teacher in classroom.	1
Excuse by group.	1
Explain importance of rules.	1
Face forward	2
Facing forward, facing front	4
Facing forward, facing front.	5
Fire drill	2
Follow directions.	4
Follow schedules.	2
Follow through.	2
Gestures and cues.	2
Get attention of students.	1
Giving directions.	1
Grade to grade compliance.	2
Hands behind back.	2
Hands behind back.	5
Hands behind back.	1
Hands still.	1
Hands to self.	2
Have a smooth transition.	1
High five.	1
Implement same procedures.	5
Importance of behavior.	1
Keep line tight.	1
Keep our students safe.	1
Kids on track, on same page.	2
Know if it is my class talking.	1
Line rules.	2
Line up.	3
Listen communication.	1
Listening.	2
Listening.	2
Look.	1
Maintain focus.	2
Maintain silence.	2
Model.	1
Move quickly and safely	1
My kids want to do like others.	1
No gaps.	6
No gaps.	1
No gaps.	1
No high five.	1
No high five.	1
No horseplay.	1
No playing.	1
No running.	1
No speaking out.	2
No talking.	3
No talking.	6
No touching.	2
Non-verbal cues.	1
Not hurried.	1
Not touching each other.	2
Observation.	1
On task.	3
One behind the other.	2
One class in one line.	1
Orderly line.	2
Orderly.	1
Orderly.	4
Pause.	1
Pay attention.	2
Playing.	2
Proactive.	1
Procedures and rules.	5
Push in chair.	1
Push in chairs.	1
Quiet, quietly.	8
Quiet.	5
Quiet.	1
Raise hand.	1
Ready	1
Redirect, remind.	2
Regroup and stop.	2
Release by row.	1
Release.	1
Respond to roll call.	1
Review procedures.	1
Safety.	1
School-wide transitioning.	3
Silently.	1
Single-file.	3
Single-file lines.	3
Single-file.	1
Stand in line.	5
Stay in your lane.	1
Stop, regroup.	6
Stopping to regroup.	1
Straight line.	2
Straight line.	3
Straight.	1
Students are monitored.	1
Students don't speak out.	1
Students move at same pace.	1
Students stand.	2
Students still.	1
Supervise students.	2
Table by table.	2
Talking, chattering.	2
Teacher aware, observant.	3
Teacher expectations clear.	1
Teachers are monitored.	1
Tell teacher before going.	1
Touching.	1
Transition.	1
Unified interpretation.	2
Unified language.	1
Unified standard expectations.	3
Verbal cues.	1
Visible.	1
Wait your turn.	1
Wait.	1
Wait.	1
Walk, don't run.	2
Walk, don't run.	8
Whisper.	3

APPENDIX Q

CATEGORIZED CODES WITH DESCRIPTIVE INCLUSION RULE

Inclusion rules are **boldfaced and underlined.**
Off task versus on task. Working. Diligent. Engaged. Cooperation (working in groups).
Noise considerations. Free for all. Loud. Out of control. Inappropriate celebration. Booing or moaning. Disruptive. Out of seat without permission. Raised hand versus speaking out.
Items to practice as a matter of course for many types of transitions. Safe. Unsafe. Unblocked door. Stairs: Going up and down on the right side. Using stair rails. Anticipation. Expectation.
Campus locations. Bathroom. Benches. Cafeteria. Classroom. Stairs.
Transition when leaving the class. Stand up. Push in your chair. Wait. Release by rows. Ready.
Desired line behaviors. Facing forward. Hands behind back. No gaps or dawdling. No talking. Teacher position. Stop. No playing. No sneaking to the end of the line. No touching. No high fives. Single-file. Orderly. Cues. Straight. Attention or listening. Walking (not running). Cutting. Take turns. Stand in a square 12 inch tiles to use as a guide for making straight lines throughout the building.
Codes that did not fall into other categories: Teacher walking versus teacher sitting in classroom. Praise.

APPENDIX R

CODES SORTED INTO SEVEN THEMES BY NUMBER OF OCCURRENCES

Question One		**Appropriate Behavior**		**Obstacles**		**Pre-Intervention**	
Order and Safety		**Order and Safety**		**Order and Safety**		**Order and Safety**	
1, 2, 3 eyes on me.	1	Arrival.	2	Explain value of rules.	1	Orderly.	4
Teacher expectations clear.	1	Dismissal.	3	Follow schedules.	2	Gestures and cues.	2
Have a smooth transition.	1	Fire drill.	2	Same procedures.	5	Release.	1
Keep our students safe.	1	Orderly line.	2	Conform grade to grade.	2	Safety.	1
Move quickly and safely.	1	Push in chairs.	1	Kids on track, same page.	2	Transition.	1
No running.	1	Sitting down.	1	School-wide transitioning.	3	Procedures and rules.	5
Not hurried.	1	Students stand.	2	Behavior importance.	1	Walk, don't run.	2
Orderly.	1	Wait your turn.	1	Unified interpretation.	2	Push in chair.	1
		Walk, don't run.	8	Unified standards.	3		
	8		22		21		17
Listening and Attention		**Listening and Attention**		**Listening and Attention**		**Listening and Attention**	
At attention, attentive.	5	Listening.	2	Kids don't follow rules.	5	Attention.	1
Follow directions.	4	Non-verbal cues.	1	Follow through.	2	Listening.	1
Listen communication.	1	Pay attention.	2	Giving directions.	1	Consistency.	4
Maintain focus.	2	Review procedures.	1	Kids do like others.	1	Direction.	1
Get attention of students.	1	Table by table.	2	Unified language.	1	Cooperate.	1
Verbal cues.	1					On task.	3
	14		8		10		11
Supervision		**Supervision**		**Supervision**		**Supervision**	
Ensure teacher in class.	1	Excuse by group.	1	Consequences.	1	Check, help, monitor.	3
Students are monitored.	1	Look.	1	Observation.	1	Model.	1
Teacher aware, observant.	3	Respond to roll call.	1	Supervise students.	2	Proactive.	1
Teachers are monitored.	1	Tell teacher before going.	1			Redirect, remind.	2
		Release by row.	1			Visible.	1
	6		5		4		8
Straight Lines		**Straight Lines**		**Straight Lines**		**Straight Lines**	
One behind the other.	2	Line rules.	2			Single-file.	3
One class all in one line.	1	Line up.	3			Straight.	1
Single-file lines.	3	Single-file.	1				
Stay in your lane.	1	Stand in line.	5				
Straight line.	3	Straight line.	2				
	10		13		0		4
Facing Forward		**Facing Forward**		**Facing Forward**		**Facing Forward**	
Face forward, face front.	5	Face forward, face front.	4			Face forward, face front.	2
						Ready.	1
	5		4		0		3
No Talking		**No Talking**		**No Talking**		**No Talking**	
Maintain silence.	2	No talking.	3	Know if my class talking.	1	No speaking out.	2
No talking.	3	Quiet, quietly.	8	No talking.	3	Quiet.	1
Quiet.	5	Silently.	1			Raise hand.	1
		Students don't speak out.	1			Talking, chattering.	2
		Whisper.	2			Whisper.	1
	10		15		4		7
No Gaps, no Touching		**No Gaps, no Touching**		**No Gaps, no Touching**		**No Gaps, no Touching**	
No gaps.	6	Catch up, keep up.	4	Avoid clusters.	1	No gaps.	1
Stopping to regroup.	1	Keep line tight.	1	No playing.	1	Pause.	1
Students move same pace.	1	No gaps.	1			Regroup and stop.	2
Hands behind back.	2	Stop, regroup.	6			Dawdling.	1
Not touching each other.	2	Wait.	1			Wait.	1
Hands still.	1	Hands behind back.	5			Hands behind back.	1
		No touching.	2			Bump.	1
		Hands to self.	2			High five.	1
		Students still.	1			Touching.	1
		No horseplay.	1			Playing.	2
	13		24		2		12
	66		91		41		62

APPENDIX S

BEGINNING OF CLASS: PRE- AND POST-INTERVENTION DATA

TB: Teacher Action, Beginning of Class. Teacher actions are in **bold** print.
SB: Student Actions, Beginning of Class. Student actions are <u>underlined</u>.

Quantitative Data Collection Instrument: Beginning of Class, Pre-Intervention, Teachers

Code	Teacher Actions	Occurrences	Non-Occurrences	Observations
TB1	**Receive** students from line formation.	6	2	8
TB2	**Signal** students to listen for instructions.	4	4	8
TB3	**Pause** (a few seconds) to assure readiness.	4	4	8
TB4	**Give instruction** for upcoming activity.			
	Assign materials and work areas.	5	3	8
TB5	**Pause** to assure readiness.	4	4	8
TB6	**Signal** students, get materials and go to work areas.	5	4	8
TB7	**Pause** to assure readiness.	4	4	8
TB8	**Signal** students to begin activity.	5	3	8
TB9	**Walk** around, **check**, **help**, and **answer** questions.	4	4	8
	Number of discrete actions observed, pre-intervention:	41	32	72

Quantitative Data Collection Instrument: Beginning of Class, Post-Intervention, Teachers

TB1	**Receive** students from line formation.	8	2	10
TB2	**Signal** students to listen for instructions.	8	2	10
TB3	**Pause** (a few seconds) to assure readiness.	7	3	10
TB4	**Give instruction** for upcoming activity.	7	3	10
	Assign materials and work areas.			
TB5	**Pause** to assure readiness.	7	3	10
TB6	**Signal** students, get materials and go to work areas.	9	1	10
TB7	**Pause** to assure readiness.	8	2	10
TB8	**Signal** students to begin activity.	8	2	10
TB9	**Walk** around, **check**, **help**, and **answer** questions.	6	4	10
	Number of discrete actions observed, post-intervention:	68	22	90

Quantitative Data Collection Instrument: Beginning of Class, Pre-Intervention, Students

Code	Student Actions	Occurrences	Non-Occurrences	Observations
SB1	<u>Maintain *LINE POSITION*</u>.	6	2	8
SB2	<u>Listen</u>.	4	4	8
SB3	<u>Wait</u>.	4	4	8
SB4	<u>Listen</u> to instruction.	4	4	8
SB5	<u>Wait</u>.	5	3	8
SB6	<u>Get</u> materials; <u>go</u> to work area.	6	2	8
SB7	<u>Wait</u>.	4	4	8
SB8	<u>Engage</u> in activity.	5	3	8
SB9	<u>Raise hand</u> for assistance from teacher.	5	3	8
	Number of discrete actions observed, pre-intervention:	43	29	72

Quantitative Data Collection Instrument: Beginning of Class, Post-Intervention, Students

SB1	<u>Maintain *LINE POSITION*</u>.	8	2	10
SB2	<u>Listen</u>.	7	3	10
SB3	<u>Wait</u>.	8	2	10
SB4	<u>Listen</u> to instruction.	8	2	10
SB5	<u>Wait</u>.	8	2	10
SB6	<u>Get</u> materials; <u>go</u> to work area.	9	1	10
SB7	<u>Wait</u>.	7	3	10
SB8	<u>Engage</u> in activity.	9	1	10
SB9	<u>Raise hand</u> for assistance from teacher.	7	3	10
	Number of discrete actions observed, post-intervention:	71	19	90

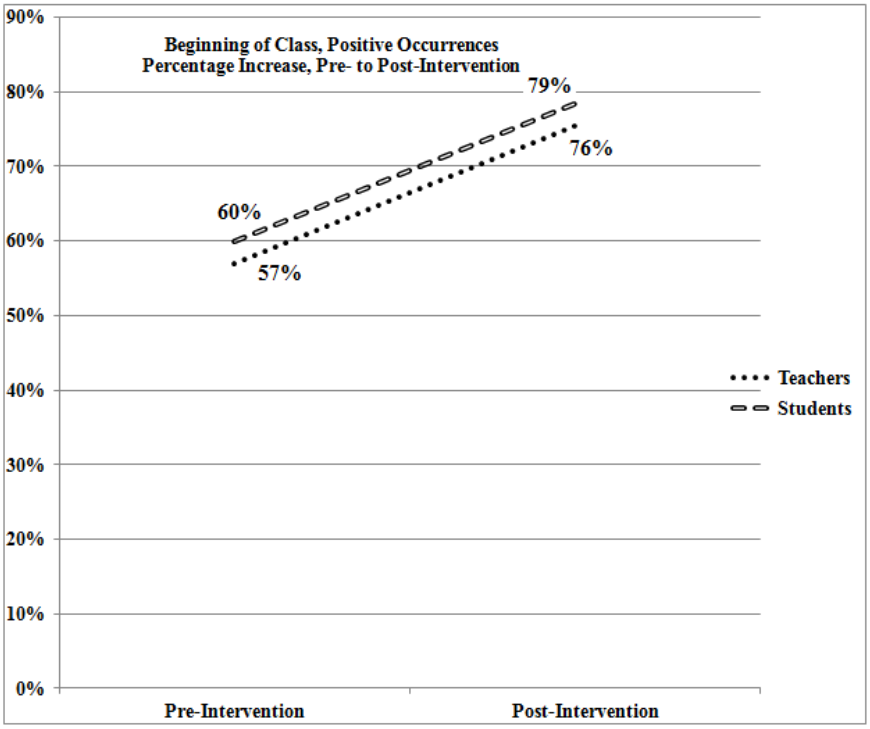
APPENDIX T

BEGINNING OF CLASS: DESCRIPTIVE STATISTICAL ANALYSIS, PRE- AND POST-INTERVENTION

Beginning of Class: Observation Results, Positive Occurrences, Pre- to Post-Intervention				
Measurement	**Teachers, Pre-Intervention**	**Teachers, Post-Intervention**	**Students, Pre-Intervention**	**Students, Post-Intervention**
Positive actions observed/total actions observed:	41/72	68/90	43/72	71/90
Percentage of positive actions:	57%	76%	60%	79%
Range:	.19		.19	
Percentage point change, pre- to post-intervention:	19 percentage points increase in positive occurrences		19 percentage points increase in positive occurrences	

Beginning of Class: Descriptive Statistical Analysis, Pre- to Post-Intervention		
Descriptive Statistics	**Teachers**	**Students**
Pre-intervention positive occurrences:	0.57	0.60
Post-intervention positive occurrences:	0.76	0.79
Range = maximum – minimum:	0.19	0.19
Percent change = range/minimum:	0.33	0.32
Percent change, increase in positive occurrences:	33%	32%

Positive Occurrences, Percentage Increase, Pre- to Post-Intervention				
Group	**Pre-Intervention**	**Post-Intervention**	**Range**	**Percent Change**
Teachers	57%	76%	19%	33%
Students	60%	79%	19%	32%



APPENDIX U

BETWEEN CLASSROOM ACTIVITIES, PRE- AND POST-INTERVENTION DATA

TA: Teacher Action, Between Activities. Teacher actions are in **bold** print.
SA: Student Actions, Between Activities. Student actions are <u>underlined</u>.

Quantitative Data Collection Instrument: Between Classroom Activities, Pre-Intervention, Teachers

Code	Teacher Actions	Occurrences	Non-Occurrences	Total Observations
TA1	**Signal** students: Stop current activity, listen to instruct.	5	1	6
TA2	**Pause** to assure readiness.	3	3	6
TA3	**Instruct** to clean, return supplies, *READY POSITION*.	4	2	6
TA4	**Pause** to assure readiness.	4	2	6
TA5	**Signal** students, return supplies, *READY POSITION*.	4	2	6
TA6	**Pause** to assure readiness.	3	3	6
TA7	**Instruct** next activity. **Assign** materials and areas.	2	4	6
TA8	**Pause** to assure readiness.	2	4	6
TA9	**Signal** students to get materials and go to work areas.	4	2	6
TA10	**Pause** to assure readiness.	3	3	6
TA11	**Signal** students to begin activity.	4	2	6
TA12	**Walk** around, **check**, **help**, and **answer** questions.	3	3	6
	Number of discrete actions observed:	41	31	72

Quantitative Data Collection Instrument: Between Class Activities, Post-Intervention, Teachers

TA1	**Signal** students: Stop current activity, listen to instruct.	8	2	10
TA2	**Pause** to assure readiness.	7	3	10
TA3	**Instruct** to clean, return supplies, *READY POSITION*.	7	3	10
TA4	**Pause** to assure readiness.	7	3	10
TA5	**Signal** students, return supplies, *READY POSITION*.	7	3	10
TA6	**Pause** to assure readiness.	7	3	10
TA7	**Instruction** next activity. **Assign** materials and areas.	8	2	10
TA8	**Pause** to assure readiness.	7	3	10
TA9	**Signal** students to get materials and go to work areas.	7	3	10
TA10	**Pause** to assure readiness.	7	3	10
TA11	**Signal** students to begin activity.	9	1	10
TA12	**Walk** around, **check**, **help**, and **answer** questions.	7	3	10
	Number of discrete actions observed:	88	32	120

Quantitative Data Collection Instrument: Between Classroom Activities, Pre-Intervention, Students

Code	Student Actions	Occurrences	Non-Occurrences	Total Observations
SA1	<u>Stop</u> and <u>listen</u>.	5	1	6
SA2	<u>Wait</u>.	3	3	6
SA3	<u>Listen</u> to instruction.	5	1	6
SA4	<u>Wait</u>.	4	2	6
SA5	<u>Clean</u>, <u>return</u> supplies, <u>return</u> to <u>*READY POSITION*</u>.	4	2	6
SA6	<u>Wait</u>.	3	3	6
SA7	<u>Listen</u> to instruction.	3	3	6
SA8	<u>Wait</u>.	3	3	6
SA9	<u>Get</u> materials, <u>go</u> to work area.	5	1	6
SA10	<u>Wait</u>.	3	3	6
SA11	<u>Engage</u> in activity.	4	2	6
SA12	<u>Raise hand</u> for assistance from teacher.	4	2	6
	Number of discrete actions observed:	46	26	72

Quantitative Data Collection Instrument: Between Classroom Activities, Post-Intervention, Students

SA1	<u>Stop</u> and <u>listen</u>.	7	3	10
SA2	<u>Wait</u>.	7	3	10
SA3	<u>Listen</u> to instruction.	8	2	10
SA4	<u>Wait</u>.	7	3	10
SA5	<u>Clean</u>, <u>return</u> supplies, <u>return</u> to <u>*READY POSITION*</u>.	8	2	10
SA6	<u>Wait</u>.	7	3	10
SA7	<u>Listen</u> to instruction.	6	4	10
SA8	<u>Wait</u>.	5	5	10
SA9	<u>Get</u> materials, <u>go</u> to work area.	8	2	10
SA10	<u>Wait</u>.	7	3	10
SA11	<u>Engage</u> in activity.	8	2	10
SA12	<u>Raise hand</u> for assistance from teacher.	6	4	10
	Number of discrete actions observed:	84	36	120

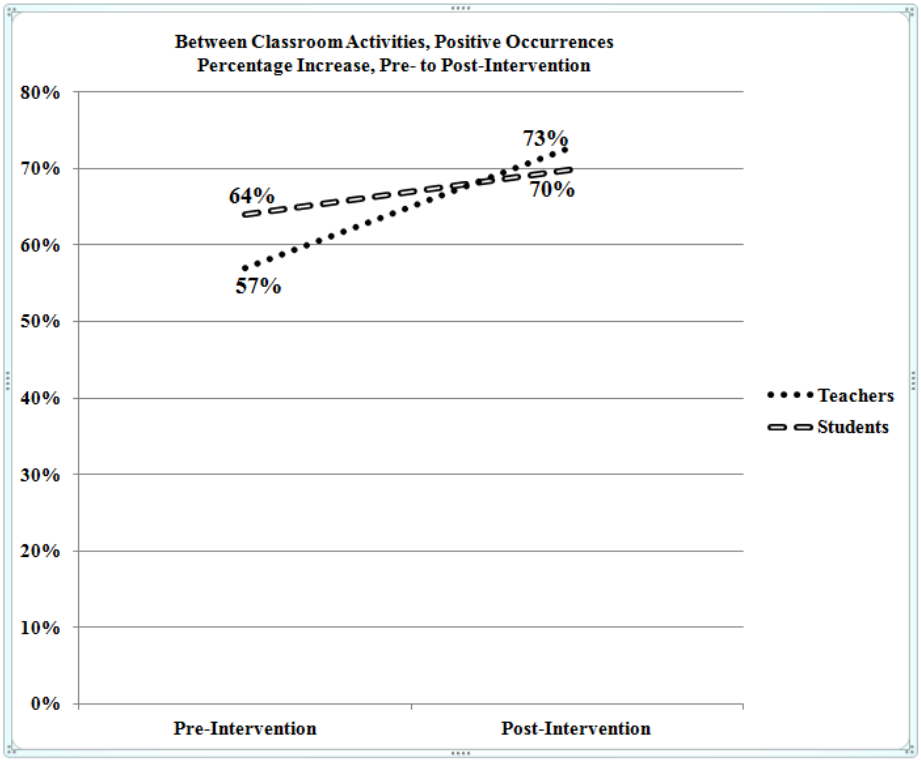
APPENDIX V

BETWEEN CLASSROOM ACTIVITIES: DESCRIPTIVE STATISTICAL ANALYSIS, PRE- AND POST-INTERVENTION

Observation Results, Positive Occurrences: Between Classroom Activities, Pre- and Post-Intervention				
Measurement	**Teachers, Pre-Intervention**	**Teachers, Post-Intervention**	**Students, Pre-Intervention**	**Students, Post-Intervention**
Positive actions observed/total actions observed:	41/72	88/120	46/72	84/120
Percentage of positive actions:	57%	73%	64%	70%
Range:	0.16		0.06	
Percentage point change, pre- to post-intervention:	16 percentage point increase in positive occurrences		6 percentage point increase in positive occurrences	

Descriptive Statistical Analysis: Between Classroom Activities, Pre- and Post-Intervention		
Descriptive Statistics	**Teachers**	**Students**
Pre-intervention positive occurrences:	0.57	0.64
Post-intervention positive occurrences:	0.73	0.70
Range = maximum – minimum:	0.16	0.06
Percent change = range/minimum:	0.28	0.09
Percent change, increase in positive occurrences:	28%	9%

Percentage Increase, Positive Occurrences, Pre- to Post-Intervention				
Group	**Pre-Intervention**	**Post-Intervention**	**Range**	**Percent Change**
Teachers	57%	73%	16%	28%
Students	64%	70%	6%	9%



APPENDIX W

DEPARTURE FROM CLASSROOM, PRE- AND POST-INTERVENTION DATA

TD: Teacher Action, Departure from Classroom. Teacher actions are in **bold** print.
SD: Student Actions, Departure from Classroom. Student actions are <u>underlined</u>.

Quantitative Data Collection Instrument: Departure From Classroom, Pre-Intervention, Teachers				
Code	**Teacher Actions**	**Occurrences**	**Non-Occurrences**	**Total Observations**
TD1	**Signal,** stop current activity and listen for instructions.	4	5	9
TD2	**Pause** to assure readiness.	3	6	9
TD3	**Instruct,** end activity, clear, return supplies, *READY.*	4	5	9
TD4	**Signal**, Clear area, return supplies. Return to *READY.*	4	5	9
TD5	**Pause** to assure readiness.	5	4	9
TD6	**Instruct** next activity: Gather and pack up materials.	6	3	9
TD7	**Signal** students: Gather, pack materials.	6	3	9
TD8	**Pause** to assure readiness.	4	5	9
TD9	**Signal,** stand up, push in chair, and stand behind chair.	3	6	9
TD10	**Pause** (a few seconds) to assure readiness.	3	6	9
TD11	**Signal** rows to *LINE POSITION*.	6	3	9
TD12	**Pause** (a few seconds) to assure readiness.	6	3	9
	Number of discrete actions observed:	54	54	108

Quantitative Data Collection Instrument: Departure From Classroom, Post-Intervention, Teachers				
TD1	**Signal,** stop current activity and listen for instructions.	5	1	6
TD2	**Pause** to assure readiness.	5	1	6
TD3	**Instruct,** end activity, clear, return supplies, *READY.*	5	1	6
TD4	**Signal**, Clear area, return supplies. Return to *READY.*	5	1	6
TD5	**Pause** to assure readiness.	4	2	6
TD6	**Instruct** next activity: Gather and pack up materials.	5	1	6
TD7	**Signal** students: Gather, pack materials.	4	2	6
TD8	**Pause** to assure readiness.	4	2	6
TD9	**Signal,** stand up, push in chair, and stand behind chair.	5	1	6
TD10	**Pause** (a few seconds) to assure readiness.	4	2	6
TD11	**Signal** rows to *LINE POSITION*.	5	1	6
TD12	**Pause** (a few seconds) to assure readiness.	6	0	6
	Number of discrete actions observed:	57	15	72

Quantitative Data Collection Instrument: Departure From Classroom, Pre-Intervention, Students				
Code	**Student Actions**	**Occurrences**	**Non-Occurrences**	**Total Observations**
SD1	<u>Stop</u> and <u>listen</u>.	2	7	9
SD2	<u>Wait</u>.	1	8	9
SD3	<u>Listen</u> to instruction.	2	7	9
SD4	<u>Clear</u> area, supplies, <u>return</u> to <u>*READY*</u>.	2	2	9
SD5	<u>Wait</u>.	0	9	9
SD6	<u>Listen</u> to instruction.	2	7	9
SD7	<u>Gather</u> and <u>pack</u> up materials.	2	7	9
SD8	<u>Listen</u>.	2	7	9
SD9	<u>Stand up</u>, <u>stand behind chair</u>.	1	8	9
SD10	<u>Stand</u> in <u>*READY POSITION*</u>.	1	8	9
SD11	<u>*LINE POSITION*</u> when called and wait.	1	8	9
SD12	<u>Wait</u>.	1	8	9
	Number of discrete actions observed:	17	91	108

Quantitative Data Collection Instrument: Departure From Classroom, Post-Intervention, Students				
SD1	<u>Stop</u> and <u>listen</u>.	4	2	6
SD2	<u>Wait</u>.	4	2	6
SD3	<u>Listen</u> to instruction.	4	2	6
SD4	<u>Clear</u> area, supplies, <u>return</u> to <u>*READY*</u>.	5	1	6
SD5	<u>Wait</u>.	4	2	6
SD6	<u>Listen</u> to instruction.	4	2	6
SD7	<u>Gather</u> and <u>pack</u> up materials.	5	1	6
SD8	<u>Listen</u>.	4	2	6
SD9	<u>Stand up</u>, <u>stand behind chair</u>.	5	1	6
SD10	<u>Stand</u> in <u>*READY POSITION*</u>.	5	1	6
SD11	<u>*LINE POSITION*</u> when called and wait.	5	1	6
SD12	<u>Wait</u>.	5	1	6
	Number of discrete actions observed:	54	18	72

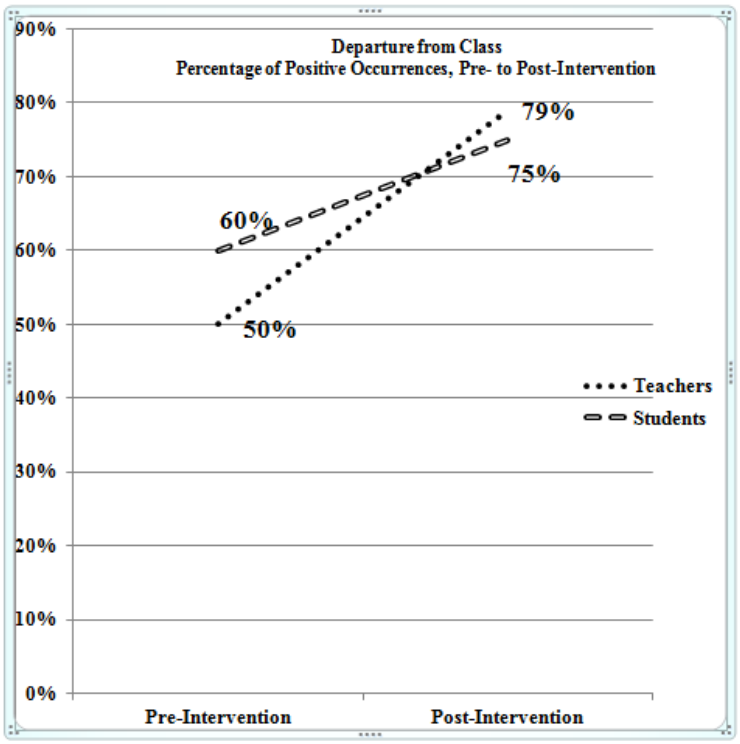
APPENDIX X

DEPARTURE FROM CLASSROOM: DESCRIPTIVE ANALYSIS, PRE- AND POST-INTERVENTION

Observation Results, Positive Occurrences: Departure From Classroom, Pre- and Post-Intervention				
Measurement	**Teachers, Pre-Intervention**	**Teachers, Post-Intervention**	**Students, Pre-Intervention**	**Students, Post-Intervention**
Positive actions observed/total actions observed:	54/108	57/72	65/108	54/72
Percentage of positive actions:	50%	79%	60%	75%
Range:	0.29		0.59	
Percentage point change, pre- to post-intervention:	29 percentage point increase in positive occurrences		59 percentage point increase in positive occurrences	

Descriptive Statistical Analysis: Departure From Classroom, Pre- to Post-Intervention		
Descriptive Statistics	**Teachers**	**Students**
Pre-intervention positive occurrences:	0.50	0.60
Post-intervention positive occurrences:	0.79	0.75
Range = maximum – minimum:	0.29	0.15
Percent change = range/minimum:	0.58	0.25
Percent change, increase in positive occurrences:	58%	25%

Percentage Increase, Positive Occurrences, Pre- to Post-Intervention				
Group	**Pre-Intervention**	**Post-Intervention**	**Range**	**Percent Change**
Teachers	50%	79%	29%	58%
Students	60%	75%	15%	25%



APPENDIX Y

WALKING IN A LINE: PRE- AND POST-INTERVENTION DATA

TL: Teacher Action, Walking in Line. Teacher actions are in **bold** print.
SL: Student Actions, Walking in Line. Student actions are <u>underlined</u>.

Quantitative Data Collection Instrument: Walking in Line, Pre-Intervention, Teachers				
Code	**Teacher Actions**	**Occurrences**	**Non-Occurrences**	**Total Observations**
TL1	**Give instruction** to first stop point.	4	5	9
TL2	**Signal** students to proceed to first stop.	4	5	9
TL3	**Monitor line**: Students must always be in view.	6	3	9
TL4	**Give instruction** to next stop point.	4	5	9
TL5	**Signal** to walk to next stop point.	4	5	9
TL6	Continue to **instruct**, **signal**, **monitor**, and **stop.**	6	3	9
TL7	**Assure** line formation upon arrival.	5	4	9
TL8	**Assure** receiving teacher assumes responsibility.	7	2	9
	Number of discrete actions observed:	40	32	72

Quantitative Data Collection Instrument: Walking in Line, Post-Intervention, Teachers				
TL1	**Give instruction** to first stop point.	16	4	20
TL2	**Signal** students to proceed to first stop.	16	4	20
TL3	**Monitor line**: Students must always be in view.	18	2	20
TL4	**Give instruction** to next stop point.	14	6	20
TL5	**Signal** to walk to next stop point.	14	6	20
TL6	Continue to **instruct**, **signal**, **monitor**, and **stop.**	14	6	20
TL7	**Assure** line formation upon arrival.	15	5	20
TL8	**Assure** receiving teacher assumes responsibility.	16	4	20
	Number of discrete actions observed:	123	37	160

Quantitative Data Collection Instrument: Walking in Line, Pre-Intervention, Students				
Code	**Student Actions**	**Occurrences**	**Non-Occurrences**	**Total Observations**
SL1	<u>Listen</u> for first stop point.	4	5	9
SL2	<u>Proceed</u> to first stop point and <u>stop</u>.	4	5	9
SL3	<u>Stay in view</u> of teacher at all times.	8	1	9
SL4	<u>Listen</u> for next stop point.	5	4	9
SL5	<u>Walk</u> to next stop point and <u>stop</u>.	5	4	9
SL6	Continue to <u>listen</u>, <u>walk</u>, and <u>stop</u> as instructed.	6	3	9
SL7	<u>Maintain *LINE POSITION*</u> upon arrival.	6	3	9
SL8	At new venue: <u>Wait</u>, <u>listen</u> for instruction.	7	2	9
	Number of discrete actions observed:	45	27	72

Quantitative Data Collection Instrument: Walking in Line, Post-Intervention, Students				
SL1	<u>Listen</u> for first stop point.	14	6	20
SL2	<u>Proceed</u> to first stop point and <u>stop</u>.	14	6	20
SL3	<u>Stay in view</u> of teacher at all times.	17	3	20
SL4	<u>Listen</u> for next stop point.	14	6	20
SL5	<u>Walk</u> to next stop point and <u>stop</u>.	14	6	20
SL6	Continue to <u>listen</u>, <u>walk</u>, <u>stop</u> as instructed.	13	7	20
SL7	<u>Maintain *LINE POSITION*</u> upon arrival.	13	7	20
SL8	At new venue: <u>Wait</u>, <u>listen</u> for instruction.	14	6	20
	Number of discrete actions observed:	113	47	160

APPENDIX Z

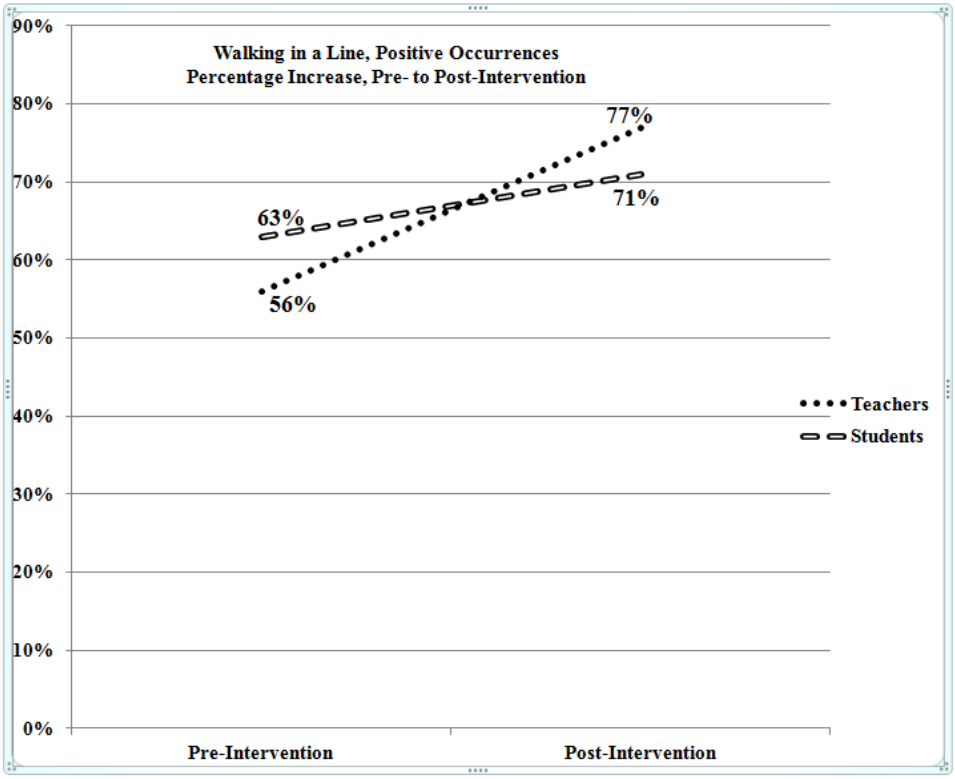
WALKING IN LINE: DESCRIPTIVE ANALYSIS,

PRE- AND POST-INTERVENTION

Walking in Line: Observation Results, Positive Occurrences, Pre- and Post-Intervention				
Measurement	**Teachers, Pre-Intervention**	**Teachers, Post-Intervention**	**Students, Pre-Intervention**	**Students, Post-Intervention**
Positive actions observed/total actions observed:	40/72	123/160	45/72	113/160
Percentage of positive actions:	56%	77%	63%	71%
Range:	0.21		0.08	
Percentage point change, pre- to post-intervention:	21 percentage point increase in positive occurrences		8 percentage point increase in positive occurrences	

Walking in Line: Descriptive Statistical Analysis, Pre- and Post-Intervention		
Descriptive Statistics	**Teachers**	**Students**
Pre-intervention positive occurrences:	0.56	0.63
Post-intervention positive occurrences:	0.77	0.71
Range = maximum – minimum:	0.21	0.08
Percent change = range/minimum:	0.38	0.11
Percent change, increase in positive occurrences:	38%	11%

Positive Occurrences, Percentage Increase, Pre- to Post-Intervention				
Group	**Pre-Intervention**	**Post-Intervention**	**Range**	**Percent Change**
Teachers	56%	77%	21%	38%
Students	63%	71%	8%	11%



APPENDIX AA

STATEMENT REGARDING HUMAN SUBJECTS AND

THE INSTITUTIONAL REVIEW BOARD

The proposal for this study was submitted to the Texas A&M Institutional Review Board (IRB). A preliminary review of the methods for collecting information from human subjects determined that the methods proposed for this study did not meet the federal definition of "human subjects research with generalizable results." As the proposed information gathering methods are within the general scope of activities and responsibilities associated with my current position, I was not required to seek human subjects approval. This appendix includes a copy of the email communication regarding the IRB's decision about the study.

DIVISION OF RESEARCH

Research Compliance and Biosafety

TEXAS A&M UNIVERSITY

December 02, 2014

MEMORANDUM

TO: Cathleen Loving

FROM: Laura E Ruebush, Ph.D.
Human Subjects Protection Program

SUBJECT: The Effects of Improved Student Transitions on Classroom Management.

The information you have provided has been reviewed and does not require IRB review or approval because the study does not qualify as human subjects research. Federal Regulations define both terms research and human subjects (45CFR46.102). Research is "a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge." Further, human subject means "a living individual about whom an investigator conducting research obtains: data through (1) intervention or interaction with the individual, or (2) identifiable private information". Given that this study is not human subjects research, the IRB application has been withdrawn.

A conflict of interest management plan is needed for the study. Please follow-up with Lesa Feldhousen (lfeldhousen@tamu.edu) to finalize the plan.

750 Agronomy Road, Suite 2701

1186 TAMU
College Station, TX 77843-1186

Tel. 979.458.1467 Fax. 979.862.3176
http://rcb.tamu.edu

APPENDIX BB

CONFLICT OF INTEREST RESOLUTION PLAN

Texas A&M University
CONFLICT OF INTEREST- RESOLUTION PLAN

FINANCIALLY INTERESTED PARTY: *N/A*

CONFLICTED INVESTIGATOR: *Lou Ann Carter*

PROJECT TITLE: ***The Effects of Improved Student Transitions on Classroom Management***

SPONSOR: N/A

PREAMBLE:

Ms. Lou Ann Carter is the vice principal of Inspired Vision Elementary. Inspired Vision Elementary is an elementary charter school located in Dallas, Texas.

A problem that has been observed involves student movement about the campus. It is recognized by some staff members that a problem exists whereby transitions and group movement of students is inconsistent, unsafe, and at times disruptive. Ms. Carter will conduct professional development with staff members. This study will address the facilitation of the orderly movement of students within classrooms and about the campus. Effective transitions occur when teachers establish routines and rapport with students wherein students stop one activity and are quickly and smoothly segued to the next activity. Effective transitions increase learning time and establish daily practice of safe movement, when a disaster is not at hand, in order for the appropriate actions to occur when an actual emergency occurs. Staff and students need to adopt all day, every day safe movement and safe sensibilities.

The primary goal will be for staff members to consider the problem of disorderly and unsafe student movement and how it affects the campus. The researcher will address the need to develop staff efficacy, capacity, and expertise in using effective student transitions as a competency of good classroom management. Transition will be presented as a competency and skill of effective classroom management that can be improved upon. Effective transitioning will be presented as a transferable practice to improve overall classroom management, standardize student movement between learning venues, and provide safer student movement in emergency drills and in the event of actual emergencies.

Ms. Carter will unobtrusively observe whole group student transitions by way of security camera feeds transmitted from halls and corridors. Individual identifications will not be included as part of this Record of Study. She will provide professional development to teachers at the campus on improved classroom management. Informed consent documentation will include the following statements as safeguards to protect the rights of participants, including i) observations related to the study will not be used as part of teachers' yearly evaluations; ii) no study data collected will affect or become a part of teachers' yearly evaluations; and iii) teacher participants' yearly evaluations will be reviewed by the principal.

CONFLICT OF INTEREST RESOLUTION PLAN

Ms. Lana Sprayberry-King is the principal at Inspired Vision Elementary, and Ms. Suzette Arbuckle is an executive assistant in charge of scheduling. Both will serve as the field-based mentors.

The results from this Record of Study will not be shared outside the district.

This Record of Study has been approved by Dr. Yeping Li.

Dr. Dianne Goldsby is the Faculty Advisor, and has and will continue to guide Ms. Carter through her research.

1. Human Subjects Protections

The project has been reviewed by TAMU's IRB Committee, and the Committee has determined the work does not qualify as human subjects' research.

However, Inspired Vision has posted their grievance procedures online for teachers and students at: http://www.apluscharterschools.org/pages/Rylie_FFA/School_Board/Policies/Module_300_General_School_Oper. Should any participant feel they have been retaliated against due to this Record of Study, the grievance process is outlined in the procedures.

2. Personnel

All personnel directly involved in the conduct of the project will be made aware of the associated conflict of interest and the manner in which it will be managed.

3. Nepotism and Cronyism

All employees and contractors involved in this project were selected in accordance with school policy and based on qualifications, rather than prior personal relationship.

4. Students, Post Docs and Other Trainees

At this time, no trainees are expected to participate in this study. If conditions change, this plan must be amended and approved by the Conflict of Interest Review Committee before any trainees may participate.

5. Intellectual Property

Inventorship and ownership of any new intellectual property arising from this project will be determined in accordance with the TAMU policy subject to third party rights. Financial arrangements related to new inventions or discoveries will be negotiated at fair market value.

6. Publications

Scholarly publications of this project will be submitted in accordance with TAMU policy.

CONFLICT OF INTEREST RESOLUTION PLAN

7. Reporting and Review of Conflict of Interest Management

Ms. Carter will prepare an annual report updating all information relevant to the management plan, which will be reviewed and approved by her Department Head. The report will be approved by the Department Head and forwarded to the Senior Associate Vice President for Research Administration for administrative review and approval on at least an annual basis.

8. Limitations on Risk and Bias Established by Experimental Design and Conditions

N/A

9. Departmental and Financial Oversight ***(used at times to ensure conflicted investigator does not have sole control of finances)***

N/A

10. Project Oversight ***(used at times when companies have direct financial ties to the investigator and/or TAMU, e.g., start up companies)***

N/A

11. Use of University Resources

N/A

12. Special Circumstances

Dr. Dianne Goldsby will provide research oversight for the project.

Management plan participants

Role	Name	Signature	Date
Conflicted Investigator	Lou Ann Carter	Lou Ann Carter [redacted] Lou Ann Carter	4-20-15
Research Oversight, Principal Investigator	Dr. Dianne Goldsby	Dianne Goldsby	4-21-15

Conflicted Investigator Signature

Lou Ann Carter [redacted]

Lou Ann Carter

Lou Ann Carter

Date: 4-20-15

CONFLICT OF INTEREST RESOLUTION PLAN

Department/Section Approval

Yeping Li

Department Head, Teaching, Learning, and Culture Committee Chair

Date: 4/21/2015

College Approval

George Cunningham
Dean

Date: 04/21/15

University Conflict of Interest Review Approval

Carol J. Cantrell, Senior Associate Vice President for Research Administration

Date: 4/22/15